

THE AMERICAN

School Board Journal

A PERIODICAL OF SCHOOL ADMINISTRATION

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NORTH...SOUTH...EAST...WEST...EDUCATORS COMMEND

American Universal "Ten-Twenty" Desk



Desk-top at 20° slope for reading, writing, drawing.

Exclusive 3-position top, and
fore-and-aft seat adjustment

RESULTS throughout the nation prove that the new American Universal "Ten-Twenty" Desk (No. 436) is indeed the key to *coordinated classroom environment*—a phrase increasingly used to denote all that is most favorable to the visual and postural well-being of the school child. Teachers and school authorities credit this new desk with a notable contribution to better vision, better health—and consequent higher grades.

Only the "Ten-Twenty" has a desk top easily, silently adjustable to *three approved positions*—plus *automatic* fore-and-aft seat adjustment that facilitates focal adjustment to all tasks. Seat swivels 45° either way, reducing body torque induced by right or left hand and eye preferences, also providing easy ingress and egress; natural-wood finish has 30% to 55% light reflectance; sanitary one-piece steel book box.

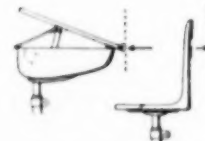


10° slope



level

(Besides the 20° slope)



Fore-and-aft
seat adjustment



Easy access
to book-box



FREE BOOKLETS:

"The Co-ordinated Classroom,"
and "The Case for the
"Ten-Twenty"—two
authoritative works on the
modern schoolroom.
Write Dept. 4.



WORLD'S LEADER IN PUBLIC SEATING

American Seating Company

Grand Rapids 2, Mich. Branch Offices and Distributors in Principal Cities

Manufacturers of School, Auditorium, Theatre,

Church, Transportation, Stadium Seating, and Folding Chairs.



CLAUD BEELMAN and
HERMAN SPACKLER, associate
architects

LESTER R. KELLY
mechanical engineer

C. L. PECK
general contractor

S. GLEN HICKMAN CO.
plumbing contractor

CRANE COMPANY
plumbing wholesaler

Wilshire Boulevard, Los Angeles! . . . a famous address in a famous city is now in process of becoming even more celebrated. The magnificent new business home at 3440-50-60 on this renowned boulevard is destined to house western offices of U. S. big business.

CLIMATE AS YOU LIKE IT INSIDE FOUR GLASS WALLS

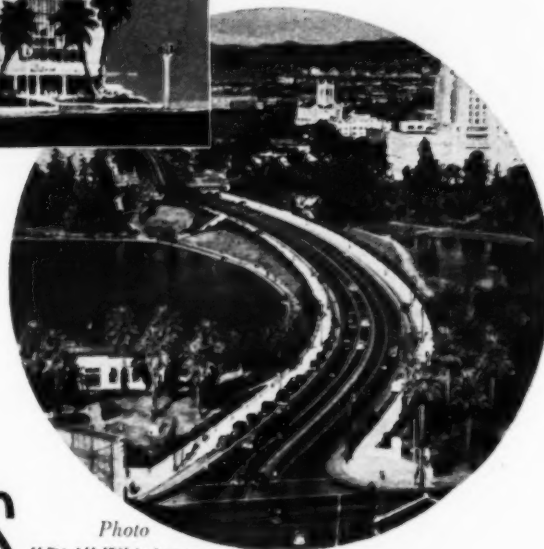


Photo
"Dick" Whittington

Approaching this trio of companion buildings you'll be greatly impressed by the broad, welcoming Tropical Terrace which extends the full length of the boulevard frontage. Inside you'll be greeted by the zone-controlled air conditioning which gives each tenant his ideal in office climate. This is but the first of many features which assure efficient and thor-

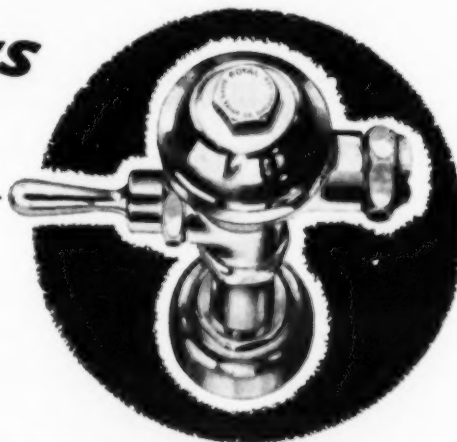
oughly pleasant business living. To attain this desirable result requires expert judgment in planning and in the selection and installation of all equipment. As are thousands of other notable buildings, these three are completely equipped with SLOAN Flush VALVES, famous for efficiency, endurance and economy—more proof of preference that explains why. . .

more **SLOAN** *Flush* **VALVES**
are sold than all other makes combined



SLOAN VALVE COMPANY • CHICAGO • ILLINOIS

Another achievement in efficiency, endurance and economy is the SLOAN Act-O-Matic SHOWER HEAD, which is automatically self-cleaning each time it is used! No clogging. No dripping. When turned on it delivers cone-within-cone spray of maximum efficiency. When turned off it drains instantly. It gives greatest bathing satisfaction, and saves water, fuel and maintenance service costs. Try it and discover its superiorities.



THE PREFERRED SCHOOL PLUMBING

**AT THE NEW
LEGAL CENTER
SOUTHERN METHODIST
UNIVERSITY
DALLAS, TEXAS**



CRANE NORWICH lavatories at S.M.U. Legal Center. Highest quality vitreous china with spacious rectangular basin and 6-inch high back to protect the wall. Exclusive *Dial-ese* controls, direct-lift waste. Sizes: 20 x 18 in., and 24 x 21 in.



Legal Center, Lawyers' Classroom Bldg., Southern Methodist University

MARK LEMMON, Dallas
ARCHITECT

HENGER CONSTRUCTION CO., Dallas
GENERAL CONTRACTOR

C. WALLACE PLUMBING CO., Dallas
PLUMBING CONTRACTOR

Crane plumbing helps guard the health of students and faculty at S.M.U. The new Legal Center of this famous university is only one of the many educational institutions where Crane is the preferred plumbing. In choosing sanitary equipment for your college or university, consider these important Crane advantages: Highest quality materials resist the effect of severe usage. Smooth, glistening surfaces wipe clean with a damp cloth. Exclusive *Dial-ese* and *Magiclose* faucets (with the renewable cartridge) help reduce wear and subsequent dripping—cut maintenance costs to a minimum.

For everything in school plumbing, see your Crane Branch, Crane Wholesaler, or Local Plumbing Contractor

CRANE CO.

GENERAL OFFICES 836 S MICHIGAN AVE., CHICAGO 5
VALVES • FITTINGS • PIPE
PLUMBING AND HEATING

A black and white photograph of a home economics classroom. The room is filled with students, mostly young women, who are seated at long, dark-colored tables. They appear to be engaged in various activities, such as writing, reading, or working on projects. In the background, there are two large, multi-paned windows that let in natural light. A round clock is mounted on the wall between the windows. To the right of the room, there is a large, built-in kitchen area featuring a prominent stove with multiple burners. A woman, presumably the teacher, stands near this kitchen area, observing the students. The overall atmosphere is one of a busy, functional educational space.



**NOT Just for 5 Years
—but FOREVER!**
The **Hotpoint**
EDUCATIONAL PLAN

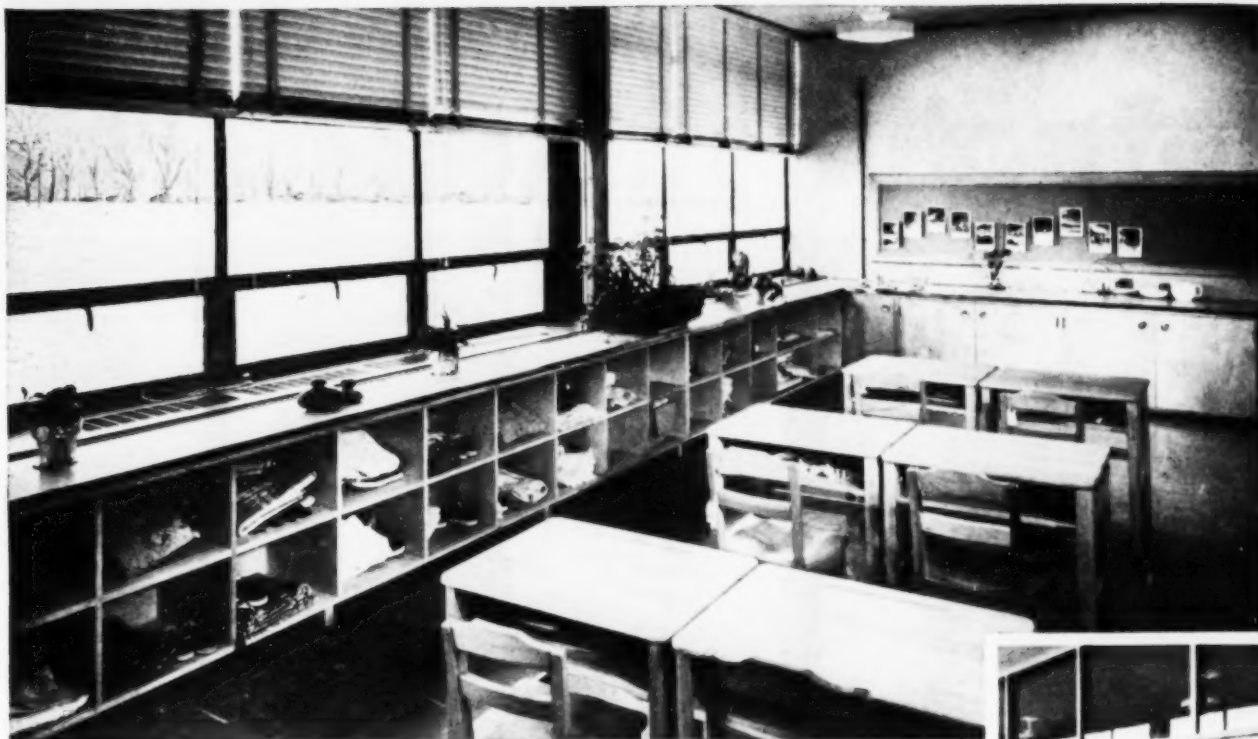
● Hotpoint's Educational Plan includes a Scientific Kitchen and Home Laundry Planning Service. In addition, it provides that accredited educational institutions may purchase for instructional purposes, any of the complete line of modern Hotpoint Major Home Appliances at a saving of nearly $\frac{1}{2}$ the retail cost. Also, in order that the major appliances in your school may be the newest, Hotpoint will replace, for an indefinite period and at no cost to the school, any piece of Hotpoint Equipment (except cabinets) with comparable new models.

Hotpoint is glad to include Kitchen-Laundry Planning Service as a part of their liberal Education Plan. Just return the coupon and your inquiry will be promptly answered and with no obligation.

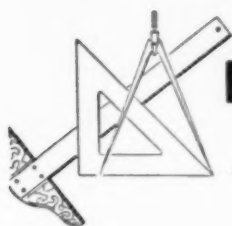
Address _____

Hotpoint Inc.

(A General Electric Affiliate)
5600 West Taylor Street • Chicago 44, Illinois



Handsome, knock-resistant maple Weldwood Plywood storage cabinets, in natural finish, add much to this room's attractiveness, yet achieve completely the functional end desired.



Planning a new school?

...or modernizing your present one?

Check these practical ideas from the new Greenville School in Scarsdale, N. Y.

Why are school architects making more and more use of Weldwood Plywood?

This Scarsdale school, designed by Moore & Hutchins, tells part, yet not all, of the story.

These architects selected Weldwood hardwoods for closets and cabinets. In this way, they created furniture which is "tops" in carefree service and also extremely attractive in appearance.

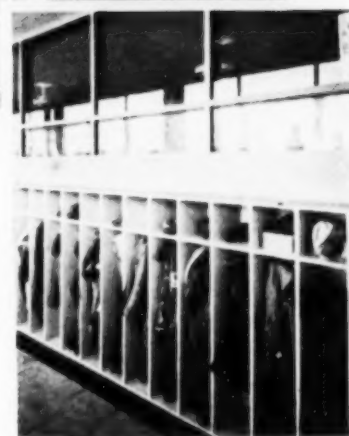
Built-ins are but one of the ways in which this genuine wood paneling is being used in school construction and remodeling.

With Weldwood, you can have classrooms, auditorium and corridors panelled in beautiful hardwoods at sur-

prisingly low cost. And, once installed, Weldwood walls require virtually no maintenance... no periodic redecorating. Weldwood Plywood is guaranteed for the life of the building in which it is installed.

In new construction, Weldwood Plywood can be applied directly to the studding. For redecorating, the large panels go up fast and easily right over existing walls... even over cracked, unsightly plaster.

Whether you build or modernize, make certain that in your planning, your architect calls for a liberal use of Weldwood Plywood... the quality standard of the industry.



Open clothes closets lining both halls are of birch Weldwood, painted gray. This beautiful hardwood plywood is often given natural finish.

All architectural millwork is by Sanford Woodworking.



WELDWOOD Plywood

Manufactured and distributed by

UNITED STATES PLYWOOD CORPORATION New York 18, N. Y.

and **U. S.-MENGEL PLYWOODS, INC.,** Louisville 1, Ky.

Branches in Principal Cities • Distributing Units in Chief Trading Areas • Dealers Everywhere



Wouldn't you rather sit in a classroom like this?

If you were going to school again, wouldn't you rather spend *your* day and do your work in a classroom filled with fresh air and daylight . . . filled with the feeling of freedom of a wide-open view? A room alive and *alert*.

You can give your *children* that kind of study atmosphere by opening up your classrooms, as so many have done, with economical room-length, ceiling-high window walls of famous Fenestra® Intermediate Steel Windows.

HERE ARE THE EXTRAS YOU GET:

More Daylight—Fenestra Steel Windows offer greater glass area—more daylight—because their frames are fashioned to be strong and rigid without being bulky!

Controlled Fresh Air—Smooth-swinging vents protect against drafts . . . permit ventilation even on rainy days.

More See-through Vision—Nothing ruins the freedom of the view.

More Protection from Accidents—Sill vents keep children from falling out. Windows are washed and screened from the safe inside of the room.

Of course slim-lined Fenestra Steel Windows add modern beauty, too . . . inside and out. And remember—you get triple savings. Low first cost: volume production. Low installation cost: standardized modular sizes. Low maintenance cost: steel lasts!

FENESTRA HOT-DIP GALVANIZING SLASHES WINDOW MAINTENANCE COSTS

Check on Fenestra Hot-dip Galvanized Windows. Fenestra Engineers have combined the strength of steel with the super-protection of special galvanizing done in their automatically controlled new galvanizing plant. This combination puts *new* meaning in the term "maintenance-free". Fenestra Steel Windows are rugged and rigid! And painting is eliminated!

For further information, call the Fenestra Representative (listed under "Fenestra Building Products Company" in your Yellow Phone Book). And send for . . .

* J

FREE AUTHORITATIVE BOOKS

BETTER CLASSROOM DAYLIGHTING—Well-illustrated, simply-written 16-page guide based on two years of research by well-known Lighting Expert R. L. Bieseke.

FENESTRA HOT-DIP GALVANIZING—Illustrated booklet showing how Fenestra Hot-dip Galvanizing makes Fenestra Steel Windows stay new.



Fenestra

WINDOWS • DOORS • PANELS

engineered to cut the waste out of building

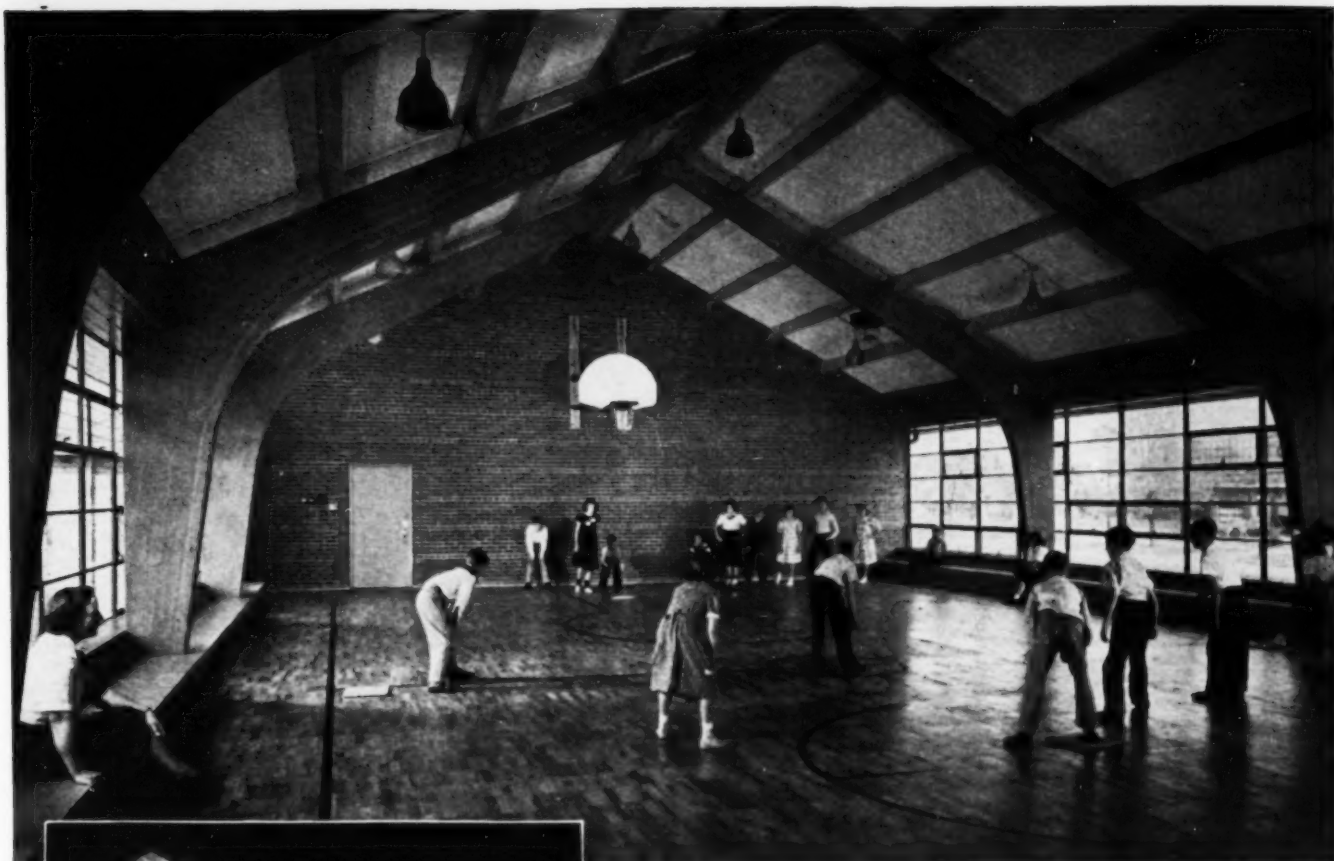
Detroit Steel Products Company

Dept. AS-9, 2256 E. Grand Blvd., Detroit 11, Mich.

Please send me: ☐ Better Classroom Daylighting
☐ Fenestra Hot-dip Galvanizing

Name _____

Address _____



Playroom-Gymnasium in new Blythe Park School, Riverside, Ill., floored with black-patterned Northern Hard Maple. Perkins & Will, Chicago, Architects-Engineers.

Stage detail of the dual-use auditorium showing flexible-unit platforms, maple-surfaced, adaptable to any needs of choral activity or pageantry. The colorful red-and-black curtain was specially designed by Angelo Testa.

MAPLE FLOORING MANUFACTURERS ASSOCIATION
Suite 588, Pure Oil Bldg., 35 East Wacker Drive
CHICAGO 1, ILLINOIS

Nature *anticipated* the
modern school with—

NORTHERN HARD MAPLE



● Cheerful brightness, restful *resiliency*, lasting economy, commend the floor of Northern Hard Maple to the school planner. When these modern concepts of truly functional school design arrived, MFMA-graded Northern Hard Maple flooring was here to meet them squarely, on every count. Maple's satin-smoothness comes from its dense, scar-resistant, non-splintering grain structure. Its accurate MFMA dimensioning and its own inherent stability make for good, tight, joints—hence, cleanliness and easy maintenance. Truly, Nature *anticipated* the advent of the modern school with "the finest floor that grows." Ask your architect about important savings through use of the interesting "character" grades of MFMA maple. See SWEET'S Arch. 13i/MA.

FLOOR WITH **NORTHERN** HARD MAPLE
BEECH AND BIRCH

SCHOOL BOARD JOURNAL for SEPTEMBER, 1951

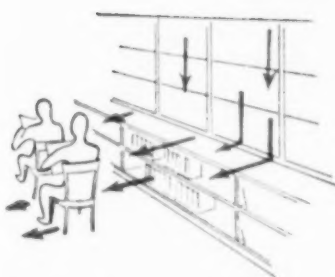
Johnny's been "DRAFTED"



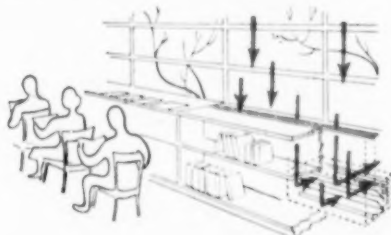
Let

DRAFT STOP

Keep him In School



BAD WAY for ventilation to function shows how chilling drafts threaten health of students. It isn't necessary any more.



GOOD WAY to solve the problem is illustrated by DRAFT|STOP which gets drafts at the start. Only Herman Nelson has DRAFT|STOP.

ANOTHER day away from school. Drafts from today's large window areas that cause chilling discomfort continue to take their toll. How can they be prevented? The new DRAFT|STOP System introduced by Herman Nelson is the answer.

The modern design advantages of DRAFT|STOP mean the elimination of hazardous drafts . . . at the same time a classroom is automatically heated and ventilated. Assured uniform temperatures mean students in attendance . . . students with the opportunity to learn more readily.

Your school needs DRAFT|STOP. Be certain that this great advance in better heating and ventilating is a definite part of your school's plans. For further data and complete details, write Dept. AJ-9.



HERMAN NELSON

Division of the **AMERICAN AIR FILTER COMPANY, INC.**
PLANTS IN MOLINE, ILLINOIS AND LOUISVILLE, KENTUCKY



Lunchroom...Library...Classroom...Cooking Lab...Office

Trane Air Conditioning Serves Everywhere in the School

Naturally, no two schools will need the same heating, ventilating or air conditioning. . . . And often, those needs will change from room to room in the same school. But wherever or whatever they are, Trane equipment is designed to meet them—efficiently.

In Lunchrooms—A playroom-cafeteria in a new Illinois elementary school needed extra heat just before the lunch hour to bring the temperature up quickly. Trane Projection Heaters, installed at the ceiling, run only for an hour or so before lunch. But they have the room just right by the time the first youngster sits down to his sandwiches.

In Libraries—"Quiet Please" applied to the heating units, too, in the library of a western high school. And good ventilation was just as important as silence. Trane Unit Ventilators make both possible; there's plenty of fresh air, but only a murmur of sound.

In Classrooms—Grammar school youngsters aren't easy on classroom furniture. That's why rugged Trane Unit Ven-

tilators were used for the heating and ventilating system in an Eastern school. The husky units are still handsome and efficient after years of kicks and bumps.

In the Cooking Lab—Space was the big problem in a cooking laboratory at a midwestern college. And yet, there had to be room for heating. This battle of inches was won by Trane Convectors—taking a minimum of floor, and eliminating the overheated zone that surrounds most room heaters.

In Offices—Designers of a southern school solved a floor space problem in the teachers' offices by recessing Trane Convectors right into the walls.

Whether it's lunchroom, library, classroom, cooking lab, or office, Trane air conditioning serves everywhere in the school.

Whatever your heating, cooling, ventilating or air conditioning problem is, look for the answer in the complete Trane line.

Deerfield Primary School, Deerfield, Illinois—Perkins and Will, Architects—E. R. Gritschke, Mechanical Engineer
Robert Fulton Public School, Philadelphia, Pa.—Philadelphia Board of Education—Harvey Rettew, Chief Mechanical Engineer
Lowell School, Boise, Idaho—Whitehouse and Price, Architects—E. W. Bunnell, Engineer
St. Francis in the Fields, Harrods Creek, Kentucky—Nevin and Morgan, Architects—E. R. Ronald and Associates, Engineers
Monmouth College, Monmouth, Illinois—Arthur O. Angilly, Architect



Classroom—Trane Unit Ventilators supplying comfort efficiently, quietly.



Cooking Lab—Clean heat, easy-to-clean units: Trane Convectors.



Office—No wasted space with Trane Convectors tucked into the wall.

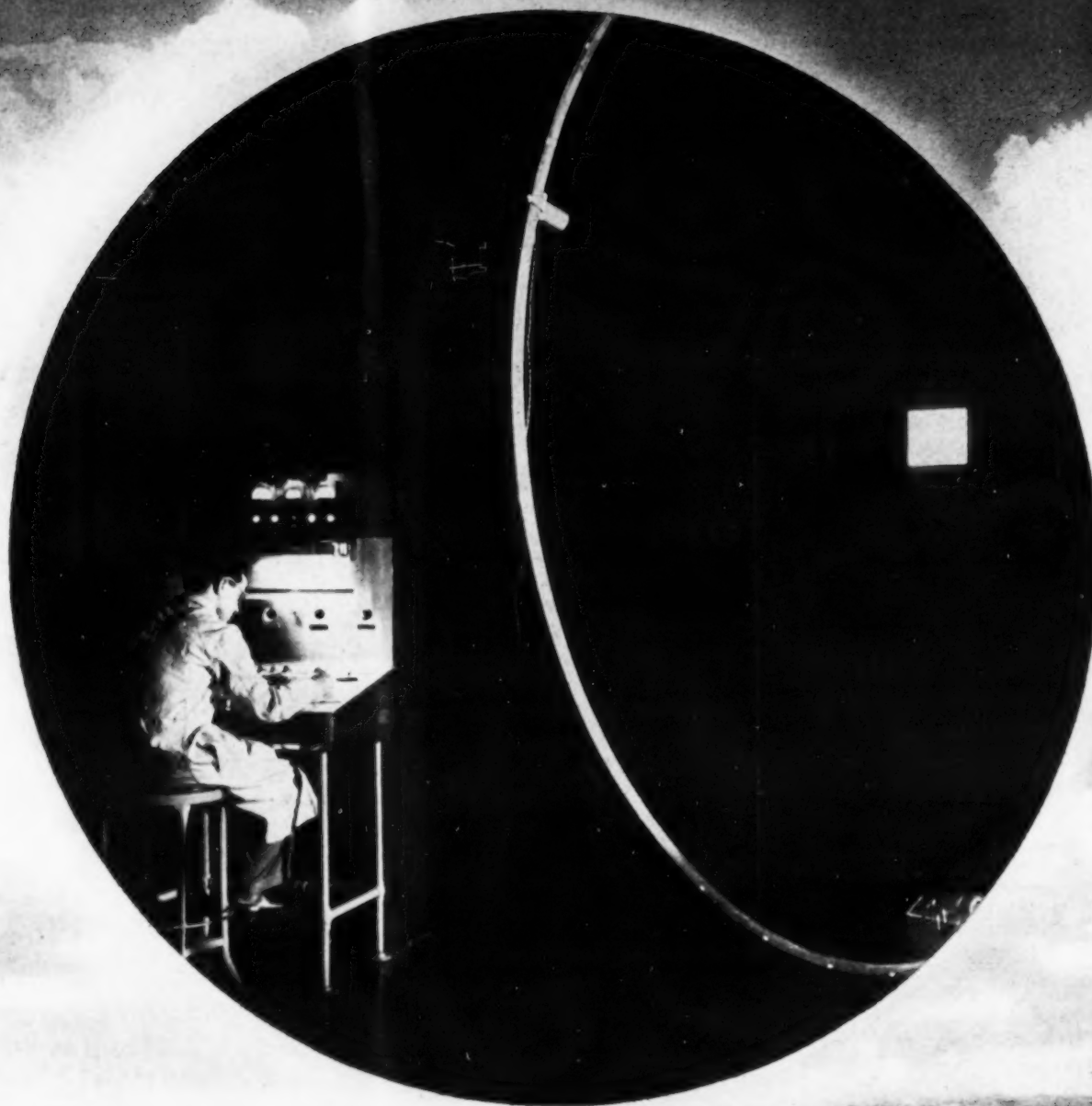
TRANE

MANUFACTURING ENGINEERS
OF HEATING, VENTILATING AND
AIR CONDITIONING EQUIPMENT

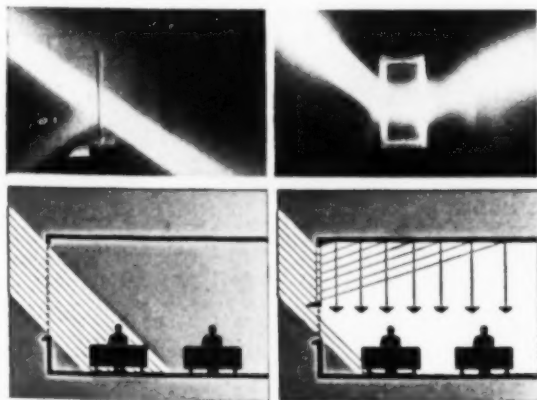
THE TRANE COMPANY, LA CROSSE, WIS.
Eastern Mfg. Division . . . Scranton, Pa.
Trane Company of Canada, Ltd., Toronto

OFFICES IN 80 U. S. AND
14 CANADIAN CITIES

SCHOOL BOARD JOURNAL for SEPTEMBER, 1951



Operator can set both artificial sun and traveling photocell to any angle or altitude and read resulting light value. All controls work automatically. Readings are taken at high speed and can be recorded electrically.



Direct sun causes uncomfortable brightness near windows, extreme contrast in other parts of room. Insulux Fenestration directs and spreads daylight to ceiling, keeps brightness at comfortable levels.

HE MAKES "DAYLIGHT" TO ORDER FOR Daylight Engineering STUDY

What happens in a building when the "sun" shines on a light-directing block is measured by the photocell traveling on this hoop. On the other side of the glass block shown in the picture an artificial sun can be set to simulate daylight conditions in any season in any geographical location at any time of the day.

These tests are part of the research-in-daylight program at the Daylighting Laboratory, Engineering Research Institute, University of Michigan, where special projects are set up to study methods for obtaining best quality daylight . . . how to make it do a better lighting job.

One significant better daylighting result is the development of Insulux Light Directing Glass Block No. 363. This new block controls light so efficiently that a building virtually "turns with the sun." Entire glass areas transmit free daylight from early morning to late afternoon.

A Daylight Engineer will be glad to show you the benefits the new Insulux Glass Block® can bring to your structures. Just write: Daylight Engineering Laboratory, Dept. A.S.9, Box 1035, Toledo 1, Ohio . . . Insulux Division, American Structural Products Co., Subsidiary of Owens-Illinois Glass Co.



INSULUX FENESTRATION SYSTEMS

— by the leaders of Daylight Engineering



Lunchroom...Library...Classroom...Cooking Lab...Office

Trane Air Conditioning Serves Everywhere in the School

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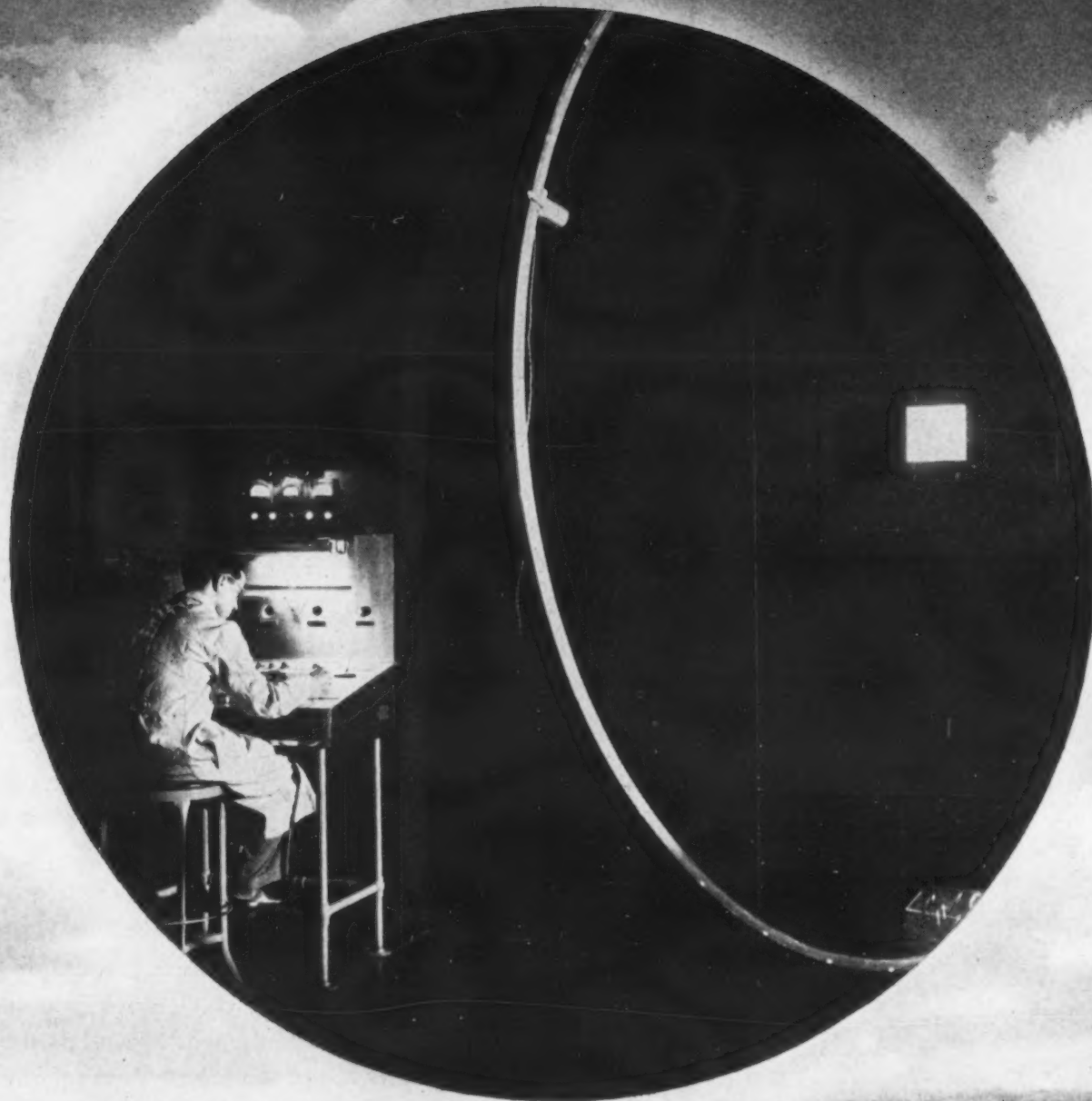
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TRANE

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14 CANADIAN CITIES



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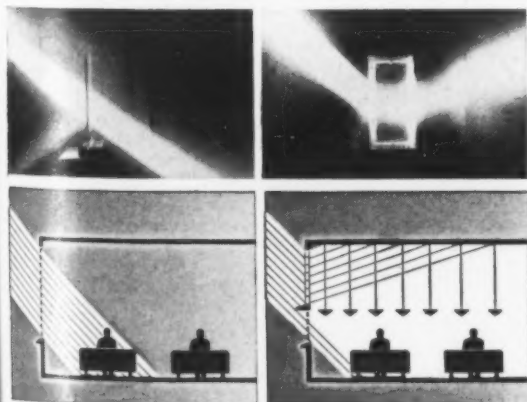
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— by the leaders of Daylight Engineering

**Where modern standards of heating
match the pace of new teaching methods**



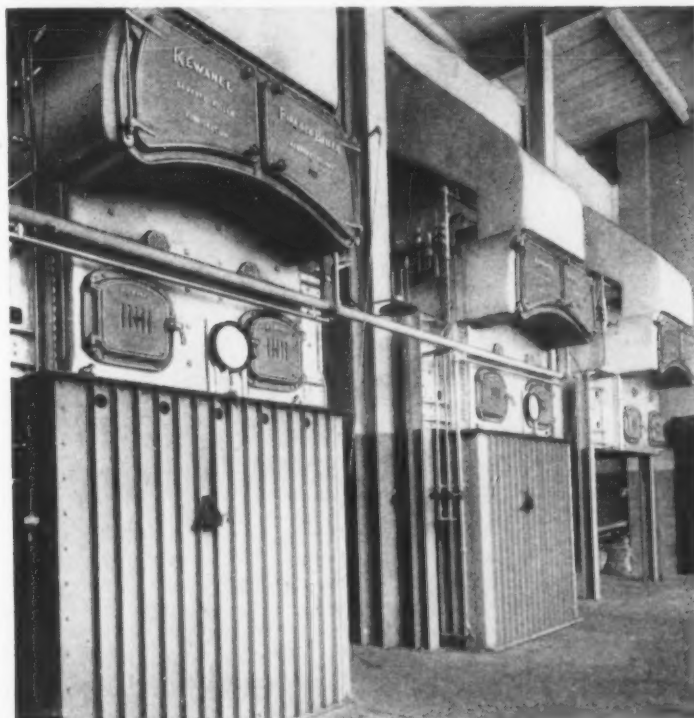
VOCATIONAL TECHNICAL HIGH SCHOOL
Hammond, Indiana

Vocational training at its best! Embryo
printers set type and run the presses . . .
machinists operate lathes and drills . . . doing
is added to theory.

L. CROSBY BERNARD, Hammond, Architect
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KEWANEE

STEEL BOILERS



In this up-to-date boiler room a battery of 3 Kewanee Boilers for Oil
Firing; operated at 15 lbs. wp; produce heat for 42,500 sq. ft. of steam
radiation . . . *plus generous overloads.* They have a total rating of over 10
million Btu hourly.

The vocational high school at Hammond,
Indiana is an outstanding example of the
modern thinking which goes into the con-
struction and equipment as well as the teach-
ing methods of America's new schools.

Located in the midst of an important indus-
trial area the pupils are taught basic trades by
working at them in the class rooms. The build-
ing itself is the last word in modernity . . . func-
tionally arranged, well lighted and ventilated and
heated with Kewanee Steel Boilers.

Considering the advanced thinking which
went into this fine structure, the logical choice
of heating boilers was Kewanee. For, during 80
years devoted to designing and building boilers,
Kewanee has kept pace with the ever increasing
need for greater reliability and flexibility com-
bined with economy in the use of fuel.

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KEWANEE, ILLINOIS

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Division of AMERICAN RADIATOR & Standard Sanitary Corporation

**BUILDING
BETTER
BOILERS
OVER
80 YEARS**

Serving home and industry

AMERICAN-STANDARD • AMERICAN BLOWER • CHURCH SEATS • DETROIT LUBRICATOR • KEWANEE BOILERS • ROSS HEATER • TONAWANDA IRON

Answers the "WALL-OF-ICE" Problem NESBITT Syncretizer with WIND·O·LINE



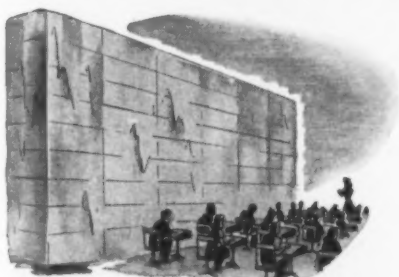
Close-up view shows wall-hung enclosure of WIND·O·LINE radiation. It has intake openings at bottom and discharge louvers of attractive design.

Copper tube, aluminum fins. WIND·O·LINE may be used at either or both ends of the Syncretizer.

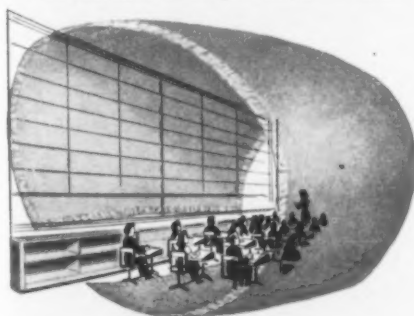
Copper supply tube feeds WIND·O·LINE radiation at extreme end. For application with steam or forced hot water systems.

Enclosure front sections fasten to wall panels supporting the radiation. Wall-hung enclosures and storage units are finished to match Syncretizer.

Combinations of standard lengths produce extent of WIND·O·LINE desired (within 6" increments). A round-cornered metal endpiece finishes WIND·O·LINE enclosure.



"Wall-of-ice" classrooms are protected by the Nesbitt Syncretizer with WIND·O·LINE.



ONLY NESBITT GIVES YOU THIS THERMAL BLANKET

The modern trend toward large classrooms and increased window areas imposes a greater demand upon the heating and ventilating unit to protect room occupants from the exposed wall-of-ice in extremely cold weather while maintaining proper thermal balance throughout the room.

Nesbitt WIND·O·LINE radiation integrated with the Syncretizer provides the extra thermal blanket where it is needed. It is controlled in cycle with the Syncretizer to give heat whenever heat is called for.

WIND·O·LINE is designed for two methods of integration: 1) wall-hung in its own casing; and 2) recessed in the units of The Nesbitt Package.

Wall-hung WIND·O·LINE is used with the free-standing Syncretizer. It is installed just below the windows to extend the full length of the sill.

As a component of The Nesbitt Package, WIND·O·LINE radiation is concealed in a channel at the rear of the storage cabinets which are provided with air-intake openings at the toe-space and attractive grilled outlets at the back of the display board. For further information request Publication 264.

The Nesbitt Syncretizer

MADE AND SOLD BY JOHN J. NESBITT, INC., PHILADELPHIA 36, PA.
SOLD ALSO BY AMERICAN BLOWER CORPORATION

No recess for doors!

...so they should be
WELDWOOD®



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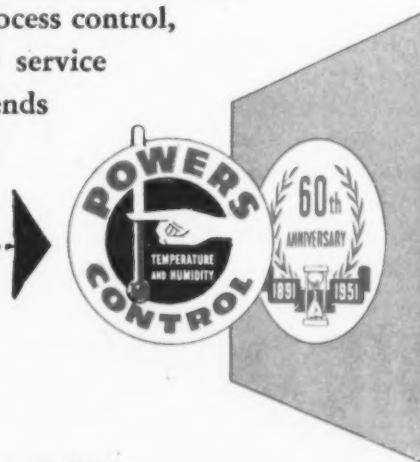
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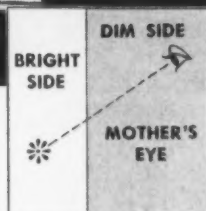
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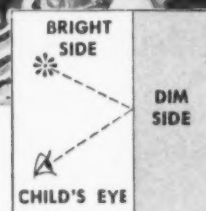
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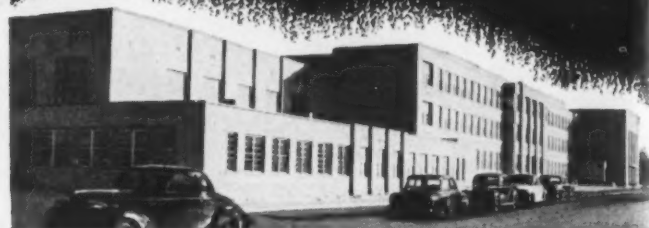
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THE AMERICAN School Board Journal

A Periodical of School Administration

VOL. 123

NO. 3

September
1951

Published on the first day of the month
by THE BRUCE PUBLISHING COMPANY,
400 North Broadway, Milwaukee 1, Wis-
consin • CENTRAL OFFICE: 20 North
Wacker Drive, Chicago 6, Ill. • EASTERN
OFFICE: 225 Broadway, New York 7, N. Y.

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in the United States Patent Office. Entered as Sec-
ond-Class Mail Matter, March 17, 1891, at the Post
Office at Milwaukee, Wisconsin, under the Act of
March 3, 1879. • SUBSCRIPTIONS. — In the United
States and Possessions, \$3.00 per year. In Canada and
countries of the Pan-American Union, \$3.00. In
Foreign Countries, \$3.50. Single copies, not more than
three months old, 35 cents; more than three months
old, 50 cents. Sample copies, 35 cents. • DISCON-
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Another Co-ordinated Classroom

lighted with Wakefield fluorescent Stars



Room 18
OTTAWA HILLS
ELEMENTARY SCHOOL,
Ottawa Hills, Toledo, Ohio
Wakefield STARS were recently installed in 6 new and 10 existing classrooms in Ottawa Hills Elementary School. Room 18 shown here has a functional layout for daytime use only; note omission of row by windows.

Here we see another classroom in which day-lighting, supplementary lighting, furniture and paint have been co-ordinated to produce a visually comfortable environment. And here again we see a luminous indirect lighting fixture used—the Wakefield Star.

- ① Only a luminous indirect fixture such as the Wakefield fluorescent Star (or the Wakefield incandescent Commodore) will provide smoothly distributed, well balanced light, free from glare and sharp brightness contrasts.
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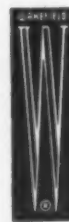
THE COMMODORE



THE STAR



THE WAKEFIELD CEILING



A Practical View of —

THE FUNCTION OF THE SCHOOL BOARD

J. M. Clifford, Ph.D.*

The function of the school board is to act in a legislative and appraisal capacity in such a manner as to provide for the efficient operation of the public school system of the district served. It is not the function of the school board to act in an executive capacity.

Our national, state, and local governments are established to provide for legislative, executive, and judicial departments. On the national level the legislative branch consists of the congress elected by the people. On a state level we have state legislatures, and locally we have city councils or city commissions. It is the duty of the legislative department of government to make the laws under which our government operates. It is the duty of the executive branch of government to see that the various governmental agencies operate successfully. For the nation the chief executive officer is the President, for the states this authority rests in the governor and locally there is generally a mayor. In each case the chief executive is assisted by many other executive officers. The judicial branch of government is charged with the responsibility of interpreting the laws and seeing that justice is done.

The Division of Authority

In the operation of the public school system there is a three-way division of authority which closely approximates the legislative, executive, and judicial division of government. In connection with the school system reference is ordinarily made to legislative, executive, and appraisal

functions. These three functions are effectively defined in the Hamtramck, Michigan, Public School Code¹ as follows:

Definition of function: The legislative is that function which makes plans or policies, selects the executive and delegates to him the placing of plans and policies into operation, and provides the financial means for their achievement.

The executive is that function which is concerned with placing into operation the plans and policies, keeping the Board of Education informed and furnishing creative leadership to the Board of Education and to the profession.

Appraisal is that function which attempts through careful examination and study of facts and conditions to determine the (1) efficiency of operation of the general activities, and (2) the worth and value of the results of the activities in relation to the efficiency and value of instruction.

As previously stated the school board exercises legislative and appraisal functions. Though legally empowered with executive authority the school board ordinarily delegates the executive functions to the superintendent. It is the failure to understand this three-way division of authority which sometimes causes a great deal of the friction to develop in connection with the operation of a school system. It should be noted that it is not always possible to clearly distinguish between these three functions. There is certain to be a considerable amount of overlapping. On occasion all school boards exercise certain executive powers. However, it is advisable for the school board and the school board members to delegate full executive authority to the superintendent of schools.

¹Public School Code of the Hamtramck, Michigan Public Schools, by Arthur B. Moehlman and M. R. Keyworth, Research Series No. 2, Hamtramck, Mich.: Board of Education, Hamtramck School District, 1927, p. 15.

Policy Making Comes First

With reference to the division of power the American Association of School Administrators² makes the following statement:

The board legislates; the superintendent executes — The basic division-of-labor principle, discovered thru the experience of those boards and superintendents working together most effectively in the past, is that *legislative* powers and functions shall belong to the board and *executive* powers and functions to the superintendent. This is a principle that has taken much experience, some of it bitter, to reveal. This principle, even yet, is not always adhered to in practice. Standing committees or special committees of the board often perform what are essentially executive functions. Even individual members at times assume powers that are essentially executive in nature.

A naming of a few of the legislative or policy making functions of the typical school board will help us to understand what we mean by policy making. The typical school board is asked to formulate and rule upon the policies of the school system with respect to the following: the extent of the education to be offered (can extend from nursery school through junior college), the school calendar (vacations, etc.), the receipts and expenditures (budget), building plans and building sites, salary schedules, sick-leave and leave-of-absence plans, retirement policy, curriculum offerings, instructional procedure (conservative or progressive), kindergarten entrance age, requirements for high school

²American Association of School Administrators, "School Boards in Action," Twenty-fourth Yearbook, Washington, D. C., The Association, a department of the National Education Association, 1946, p. 48.

*Lansing, Mich.



THE TULSA BOARD MEETS

The Board of Education of the city of Tulsa, Oklahoma, 1951-52, has recently sold at a very favorable interest rate \$1,800,000 of school bonds of an issue approved in 1950. Several new buildings and the modernization of old structures will be carried on during the balance of the year and the first half of 1952. Left to right: Frank Settle; Cleo C. Ingle; Mrs. F. C. Swindell; Dr. Charles C. Mason, superintendent; Richard B. McDermott, president; Mrs. C. O. Willson; Joseph M. Green; Howard G. Barnett.

graduation, size of classes, the extent of special education (deaf, blind, speech defectives, crippled, etc.), and public relations. This is not a complete list. These are merely some of the things with respect to which the school board must establish policies.

Practices in Policy Making

In practice some of these policies will become a part of a written statement of the board of education and others will involve matters of passing concern which do not need to be written or printed except in the minutes of the meeting at which action is taken. Even the written policies, however, need frequent revision.

An example of a matter of policy of passing concern would involve decision on the part of the school board as to whether or not school should be closed for half a day in connection with the local community's centennial celebration. Wherever a major change in policy is concerned it is ordinarily preceded by study by the board accompanied by study and recommendations on the part of the superintendent and his staff.

Frequently, though the board of education is the policy making group, the actual statement of policy may be prepared on a tentative basis by the superintendent for submission to the board of education. For example, if a school board is considering the addition of a vocational school program they will probably want the superintendent to first prepare a detailed study. This might involve costs, buildings available for use or new buildings needed, possible enrollment, availability of competent instructors, need for added facilities, methods of financing, use of such plans in other

communities of similar size, and other factors.

A completely logical organization of this material would call for a discussion of the legislative and appraisal functions followed by treatment of the executive function. However, it seems more advisable to discuss the legislative, then the executive, and lastly the appraisal function. This order is used because it follows the order in which these functions are exercised. First, the school board formulates plans and policies. The second step is then a responsibility of the superintendent of schools and his staff who see that these plans and policies are placed in action. The third phase of the administrative function consists of appraisal on the part of the school board concerning the effectiveness with which the administrative staff has executed the policies of the board. This appraisal function will be discussed later.

The Superintendent as Executive

As the chief executive officer of the school system the superintendent of schools should be in complete charge of the entire school system. Some of the functions which properly come under his direction include: the selection of personnel both teaching and nonteaching, the assignment of personnel, the supervision of the work of all personnel, the purchase of textbooks and supplies, the preparation of the school budget, the supervision of expenditures within the budget, the maintaining of proper accounting procedures, the preparation of plans for new buildings (assisted by an architect), the administration of all schools and classes, the direction of instruction, the discipline of pupils, the grade classification

and promotion system, and the school public relations program. This is not a complete list. It merely indicates some of the major executive functions of the school superintendent.

The extent to which the superintendent must delegate these executive functions to administrative and supervisory assistants depends upon the size of the school system. In the small school system the superintendent will do most of the administrative work himself. He will recommend to the board the persons to be hired as teachers, janitors, bus drivers, etc. He will assign these people to their jobs and supervise their work. What grades are to be housed in each building and what class schedules are to be in the high school will be under the personal supervision of the superintendent. In matters of discipline and teacher supervision he may get some assistance from a high school or grade school principal, but in most small systems these principalships are largely a matter of a traditional title. He will himself purchase supplies and supervise the business activities of the school. In the latter work he may have the help of a clerk. The typical clerk in a small school system is a girl just out of high school. The superintendent of schools in a small school system has a great deal to do. If the school board does not interfere by taking over administrative functions, he is generally able to do a satisfactory job.

The Big City Situations

In the larger school system the superintendent will have an administrative staff to assist him. The size of the staff depends upon the size of the system and the policy



A WORKING BOARD OF EDUCATION

The Board of Education of the School District of St. Joseph, Missouri, is engaged in an important school improvement program. A special election has been called for October to increase the school levy for the next two school years by 3 mills. A bond election for the issuance of \$1,900,000 for new buildings and other improvements will be held on the same day. The board has for years carried on an active public relations program. Standing (left to right): Alva F. Lindsay, attorney; E. F. Garvey; G. L. Blackwell, superintendent; David W. Hopkins; W. Fairleigh Enright. Seated: Mrs. John Wyeth, vice-president; H. C. Herschman, president; Mrs. Paul Knepper; Ray V. Blomfield, secretary.

adopted by the school board. The typical large system has at least one and possibly more assistant superintendents. Many systems have an assistant superintendent in charge of business (sometimes called business manager or secretary). The administrative staff in a larger system will also include supervisors and principals.

In the larger system the superintendent will need to delegate many of his functions to others, and his principal function will be to co-ordinate the work of the several administrative departments. At this point it should be noted that not all school systems operate under a plan which makes the superintendent the single executive officer in charge of all administrative departments. Many school boards still have a policy which completely separates business and instruction. These systems are sometimes referred to by educators as dual or multiple systems. Under such an arrangement there is a separate business manager or school secretary in charge of business affairs, and this individual is responsible directly to the school board rather than to the superintendent.

Present practice often differs widely from the ideal. Ideally there should be a single chief executive, namely, the school superintendent. In practice many school districts have separated the so-called "business activities" from instruction. This division between business activities and instruction is obvious as soon as one enters a school board office in many cities. Above a door on one side of the hall there is

generally a sign reading, "Superintendent of Schools," or, "Instruction." On the other side of the hall one finds a sign saying, "Business Manager," or "Business Office." Often the business sign is followed by other door signs reading, "Superintendent of Buildings and Grounds," and "Engineer." These signs indicate a high degree of specialization in the nonteaching activities.

In certain other cities the division is indicated as soon as one enters the board of education building by an arrow which points one way to the office of the superintendent of schools and another arrow which points to the office of board secretary, business manager, and superintendent of buildings.

In most instances the business manager is not a person who has had previous experience in public school work. The typical business manager has been brought into the school system from private business or industry. His selection has frequently been based upon political considerations, and he in turn is likely to administer the business affairs on the basis of political considerations rather than on the basis of contributions to the instructional process.

Argument for Dual Organization

Advocates of the dual organization plan claim that it makes for increased efficiency and state that school superintendents and school principals may not be technically competent to supervise nonteaching employees whose work is manual or clerical in

nature. There is no foundation for holding that school superintendents are strictly academic persons who cannot handle the management of the business affairs. It is possible for school boards to secure school executives who have had training and experience in dealing with all phases of school administration. The dual organization plan loses sight of the fact that building operation and clerical services are not ends in themselves, but rather means to an end, namely, the education of children. Under a dual organization there is a division of authority which is almost certain to bring internal friction with a resulting loss of efficiency.

Not content with the separation of education and business, some school boards organize their school activities on a departmental basis with each department head directly responsible to the board rather than to the superintendent. Examination of the Manual of one large Michigan school system indicates the following separate divisions: Educational Department, Attendance Department, Census and Statistics, Business Department, Maintenance and Operation Department, and Supply Department. In this city the educational department has a superintendent and an assistant superintendent; the business department has a business manager; the maintenance and operation department has a chief engineer, and the other divisions have department heads in charge.

The board of education of Detroit, Mich., separates business from instruction

but clearly indicates in its bylaws the fact that the superintendent is in charge of the whole school system. This is shown by the following quoted paragraphs from the bylaws³:

The Superintendent of Schools shall be the Executive Officer of the Board of Education and under its direction he shall attend all meetings of the Board and be granted the privilege of taking part in its deliberations.

The Secretary shall be the Business Manager and shall be directly responsible to and under the direction of the Superintendent of Schools for the efficient administration of the construction, maintenance, and operation of buildings, purchase, storage, and distribution of supplies, accounting and auditing, and insuring of school property.

Are Committees Advisable?

Another common practice of school boards is to organize under the so-called committee system. For example, the Lansing, Mich., Board of Education,⁴ lists the following committees for 1948-49: Committee on Teachers and Curriculum; Committee on Buildings, Grounds, and Sites; Committee on Supplies and Equipment; Committee on Finance and Auditing; Committee on Library; and Committee on Cafeteria.

These committees are generally referred to as standing committees. This means that they are more or less permanent in nature. Where the committee system exists it is generally customary for matters of policy to be discussed only by the committee to which the matter is referred rather than by the whole board of education.

There are two fundamental weaknesses of the committee system. First of all, it results in a situation whereby a minority of the members of the board take the real action with respect to all matters. For example, where there are seven members on the board of education and three members on each standing committee, it means that three members determine policy, often without any real knowledge on the part of the other four members. Second, under a committee system the committee is likely to usurp the executive authority of the superintendent. It is too easy for a small committee to assume that it has power to act and, where the committee system is in operation, one often finds the committee acting on matters which would be better handled if the power were delegated to the superintendent. A common example of this is found in one Michigan school system where the committee on janitors rather than the superintendent employs the janitors. In this city assignment to duty and salary are determined by the board rather than by the superintendent. Naturally, this has resulted in a situation where there is little control by the superintendent over the custodial staff with a resulting loss of efficiency.

³Detroit Public Schools, *Directory and By-Laws*, Board of Education, Detroit, Mich., 1950-51, pp. 82-83.

⁴Directory of the Public Schools of Lansing, Michigan, Board of Education, 1950-51.

Authorities on school administration are unanimous in their condemnation of the standing committee system. In its place they recommend the plan of a committee of the whole with delegation to the executive staff of responsibility for administrative detail. Under this arrangement all matters come before the whole board. The committee of the whole does not preclude the possibility of using special committees on occasion for a specific purpose.

The Appraisal Function

To appraise means to judge, and this is what the school board does when it exercises its appraisal function. The board having formulated policies and having delegated to the superintendent the power to carry out these policies, must then judge the results. Except in instances where there is controversy, this judgment is not ordinarily in the form of formal action or resolution on the part of the board. In other words, if the board of education is satisfied with the manner in which the schools are functioning they will take no action.

The school board is continually exercising its appraisal function even though no formal action is taken. If the board is not satisfied with the manner in which the schools are operating, they owe it to the superintendent to express their dissatisfaction. The criticism should be kept constructive and the superintendent should be given ample opportunity to change the existing situation so that it will conform to what in the board's judgment consists of a satisfactory situation.

The board has the right to decide whether or not the superintendent's work is satisfactory and whether it is producing the desired results. In judging the work of the superintendent the board of education should be careful to keep its appraisal on an objective basis. Personal feeling and snap judgment is not a satisfactory basis for the appraisal of the work of a superintendent. If the board comes to the conclusion that a change in superintendents is the only way to secure the type of school program desired, then they exercise their appraisal function and they do not renew his contract. In extreme cases the superintendent's resignation may be requested, but this action should not be taken unless there is positive evidence of wrongdoing on his part. Thus the appraisal function of the board of education generally comes into play when the board passes judgment upon the work of the superintendent. This they do when they decide whether or not to renew his contract.

To Summarize

We may summarize as follows:

1. The function of the board of education is to act in a legislative and appraisal capacity.
2. The executive function which concerns itself with placing into effect the policies

of the board through operating the schools should be delegated to the school superintendent.

3. The board of education selects the superintendent and appraises his work.

4. A recognition of the three way division of authority will avoid friction between the school board and the superintendent and between the school board and the community.

5. The superintendent of schools, acting under the authority granted by the board, should be responsible for the satisfactory operation of the schools. He will recommend the employment of a staff of teaching and nonteaching employees. In larger systems the superintendent will be assisted by an assistant superintendent or assistant superintendents, supervisors, and principals, all directly responsible to him.

G.I. EDUCATION CLOSES

The seven-year program of education and training for veterans of the Second World War closed on July 25, after accepting some 7,600,000 students for high school, vocational school, and college training. The men now training, slightly more than 1,500,000, will continue until they have completed their work. Only 500,000 of the original 15,200,000 eligible veterans have used up all of their entitlement to education or training.

The program thus far has cost 12.6 billion dollars, two thirds of which, or 8.6 billion dollars, was given to the veterans in the form of subsistence allowances. Of the remainder, 3.2 billion dollars have been paid for tuition, and another 0.5 billion dollars has been spent for books, supplies, and equipment.

The average veteran had 40 months of education or training coming to him, but he used only 15 months in training.

The government has accused some colleges of overcharging veterans. Generally, there has been great public satisfaction over the educational results achieved. Numerous colleges and universities have witnessed considerable changes in the attitudes of students toward instructional work due to the presence of the veterans and their families.

SCHOOL LUNCHES IN 1950-51

A 10 per cent increase in the total participation of children in the National School Lunch Program was reported for the year 1950-51 by the U. S. Department of Agriculture. More than 8,600,000 children participated and 1.4 billion lunches were served during the year.

Of all the lunches, 67 per cent were the complete, Type A lunches, an increase of 3 per cent over the previous year. The Type A meal is planned to furnish one third of a child's daily nutritional requirements and consists ordinarily of two ounces of meat, poultry, fish, or other protein rich food; one-half pint of milk, three fourths of a cup of vegetables or fruit, and a serving of bread and butter.

The total cost of the program in 1950-51 was 350 million dollars, of which more than 68 million dollars were allocated by the Department of Agriculture directly to the states. The federal funds averaged 4.9 cents per meal served. The government donated 47 million dollars worth of surplus foods. The average value of this donation was 4.4 cents for each complete lunch.

The Department also provided the schools with suggested menus and with advice on handling foods.

An Arithmetic Curriculum Revision

Frederick B. Tuttle* and Robert M. Mudge**

Curriculum revision in one form or another has been part of the instructional leadership program in the schools of the nation for many years. However, an approach used in the Westerly, R. I., public schools to take advantage of lay interest to motivate curriculum revision and to give the revision direction has elements that may interest the layman, the administrator, and the teacher.

The recent literature of education abounds with examples of laymen who were used by schoolmen to provide window dressing or rubber-stamp approval for educational programs previously planned by professionals. In Westerly, however, a setting was provided to permit educational ideas to be forged out of a give-and-take discussion between businessmen and school people, with these ideas becoming the incentives and guides to educational activity.

During the school years 1949-50 and 1950-51, as a result of street-corner and service-club conversations with local businessmen, the superintendent of schools held a series of luncheon meetings between faculty groups and recently appointed education committees of the Westerly Chamber of Commerce and the Merchants Association. These meetings were for the purpose of stimulating an exchange of ideas on edu-

cational problems. They were quite informal and gave plenty of opportunity for everyone present to express himself.

Attendance was good. The meetings attracted presidents of local firms, managers of department stores, personnel directors, and others in positions of leadership in the Westerly community.

Two-Way Criticisms

A number of useful developments resulted from these meetings. One was a closer co-operation at Christmas between the high school and the stores; another was the undertaking of an adult education program; and a third was the initiating of an effort to revise the arithmetic curriculum. This revision, now in progress, came about because of businessmen's criticisms that Westerly's youngsters were incapable of handling the simple arithmetic demanded of them by local stores and factories.

It might be interpolated at this point that these meetings of businessmen with teachers contained plenty of honest criticism; and it didn't consist solely of one-way faultfinding of the schools. The harpoon was used—not to hurt but to stimulate constructive thought. The schools, for example, criticized business houses for hiring graduates without advising with the high school guidance department, or in

some cases, hiring a graduate against the advice of the school, and then criticizing the schools because the graduate couldn't handle the job for which he had been hired.

The schools also pointed out that their record of 50 per cent of the staff engaged in in-service training was far better than that of any factory or business house in the community where less than 5 per cent or 10 per cent in any one firm were attempting to better themselves. The schools also called attention to the fact that many of their staff members were engaged in this effort toward professional advancement with no thought of reward other than the satisfaction of doing a better job. In the third place, the schoolmen present repeatedly had to point out that while standardization of material, process, and product may be the *sine qua non* of business, the schools were pursuing twin objectives (1) of bringing about mastery of the common learnings, and (2) of providing for the individual differences of the learners.

Business Criticisms Investigated

On the other hand, the criticism by business that the schools' products were not up to a desirable standard in arithmetic stuck in the minds of the school people present. The superintendent and one of the high school faculty members, who was

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The Committee observes the use of mathematics in a local shop.



Teachers observed office uses of arithmetical computation.

taking courses at the University of Rhode Island with special interest in arithmetic teaching, investigated.

They took as a starting point the personnel records of one of the department stores in town, a chain store with branches throughout the nation. They asked for and were given access to the arithmetic tests taken by the applicants *not* accepted for jobs, and to the forms completed by the rejected applicants. The initial findings were eye opening.

The superintendent, as a result, appointed three other teachers, from the primary, the intermediate, and the junior high levels to work with the senior high teacher in studying the records of the above department store, as well as those of other department stores and factories. Arrangements were made for the release of teachers from class, and two full days were spent on the study.

At one of the factories the personnel manager was a former high school mathematics teacher, who had left the schools during the war for more remunerative work in industry. "Once a teacher, always a teacher" is an aphorism that frequently applies, and it did in this case, as he provided the committee with many practical suggestions for the curriculum, particularly on the junior and senior high levels.

This community-slanted approach to seeking direction for a program of curriculum revision may be criticized as to its validity both in terms of using adult goals as child goals and of using data that might not be termed a fair sampling of pupil arithmetic learnings. The approach obviously has its limitations, but used properly, it can be most helpful, and it was to this committee in that it made quite apparent several areas of arithmetic teaching that the schools needed to emphasize.

What the Schools Found

The data gathered from the stores by the committee, as indicated above, were from test results of job applicants who were not hired. These scores are not indicative of the Westerly schools' standing which measured by standard tests ranges over a period of years from average to above average. The problems were, of course, those which face the typical store clerk, namely, addition, subtraction, the handling of decimals and fractions, simple cost problems, and problems of conversion of yards to feet and inches, pounds into ounces, and units into dollars and cents.

In the part of the test devoted to adding and subtracting decimals, the applicants performed admirably. There was an error factor of 3.94 per cent; there were only 53 errors in 1344 problems. This high average of ability did not help to substantiate the criticisms of local merchants. But further results failed to follow the pattern of achievement noted in this part of the test. More than one third of the problems in



Observing a clerk use quick computations.

which the applicants had to convert fractions of yards and feet into inches were wrong. Of a total of 964 problems, there were 338 errors, or an error factor of 35.06 per cent.

Table Showing Error Factor in Arithmetic Test Given Prospective Employees for Department Store Work

Type of Problem	Example	No. Cases	Errors	Per Cent of Error
Addition and subtraction of decimals	$.68 + .73 + 2.98 =$	1344	53	3.94
Conversion—Yard and feet to inches	No. of inches in $\frac{7}{8}$ yards	964	338	35.06
Simple cost problems	Cost of $1\frac{1}{4}$ yds. ribbon @ 19¢ per yard	964	433	44.91

This below-average performance was outdone when the results of the problems involving fractions and mixed numbers were tabulated. The pointed criticisms of the merchants were starting to cut sharply as figures for this part of the test took shape. There were 433 wrong responses to 964 problems, an error factor of 45 per cent.

Errors Too Glaring

It was becoming evident that, if these results were indicative of the arithmetic training received in the local schools, certain weaknesses were present which would have to be eliminated. These results, it must be remembered, were produced by applicants not hired for jobs. They represented applicants with a low degree of arithmetic ability. These results may have been in whole or in part responsible for the rejection of the applicants. However, as applicants they were products of the elementary, junior, and senior high schools of Westerly and neighboring towns. The errors made were of such glaring proportions that they indicated clearly the arithmetic needs of the group which has passed and is passing through the Westerly schools. These are the nonacademic-minded youth of the lower ability levels, ranging in num-

bers from 35 to 65 per cent of any school system's population. Any arithmetic teaching on the elementary level must recognize the demands of adult society, even though such demands are from one to twelve years in the future. Any effort on the secondary level to provide a life-adjustment program for this group must recognize these arithmetic needs.

In meeting with the personnel manager of one of the town's largest industrial plants, the committee members received at firsthand the opinions of one responsible for the hiring of employees in such skilled occupational groups as machinists, draftsmen, toolmakers, and welders. The suggestions of this individual were given more than the usual attention because previously he had been a successful high school mathematics teacher.

Greater Accuracy Sought

Out of this meeting came a number of suggestions. One of the strongest was that greater emphasis should be placed on accuracy in arithmetic. The personnel manager felt, and members of the committee concurred, that too much stress had been placed on students' mastering methods of solution and too little on students' achieving accuracy of results. He pointed out that employers are vitally concerned with accuracy of work since it is a matter of dollars and cents to them. In terms of grading arithmetic papers, he advocated the "all or nothing" principle; i.e., the example or problem is either wrong or right according to the accuracy of the answer.

While the theme of accuracy tended to dominate the thoughts of this interview, additional points were made in this and other meetings with factory personnel heads:

1. Greater emphasis should be placed by the school on having children follow through to the solution when solving a problem. Children were permitted to give up too quickly when confronted with a difficult problem.

2. Greater appreciation for the relation between fractions, decimals, and per cents. The development of their relationship was too frequently left incomplete.

3. A better understanding of the nature of formulae and their uses.

4. The introduction of basic trigonometry in practical mathematics classes in the higher grades.

5. The use of ratio and proportions in relation to gear and pulley speeds.

6. The ability to use square root.

These findings, although concerned for the most part, with simple arithmetic operations, deal with the several grade levels through the twelfth. And it was as a twelve-grade job that the committee looked upon the arithmetic curriculum problem.

From the superintendent's point of view this community-slanted approach had the distinct and satisfying outcome of stimulating the committee members to want to begin immediately to correct the situation. The committee suggested that it be enlarged to include a first-grade teacher, a second-grade teacher, another junior high teacher, and another senior high teacher. A third-grade teacher, who was the Western representative on the state's elementary arithmetic curriculum committee was chosen chairman and work started without delay.

Committee Works Forward

To attempt to forecast the outcomes of any curriculum revision program in its early stages can be somewhat akin to crystal-ball gazing, even when the job is relatively well defined as in this case. However, present thinking of the committee seems to follow three lines:

1. *Curriculum*: The introduction of number practice in the early grades to take advantage of pupil interest at that level in working with the figures themselves as well as the concepts; the early introduction of multiplication tables with mastery demanded at the completion of fourth grade. These ideas run contrary to the current arithmetic thinking, but in so doing it assumes that children are ready to deal with number facts long before they are through counting pigs and chickens in some of the primary grade arithmetic workbooks. In the middle grades the emphasis will be greater on measurement, on monetary units, on accuracy, and on decimals and fractions. In the upper grades remedial and refresher courses will be provided in addition to the practical mathematics, algebra, geometry, trigonometry, and advanced algebra now offered.

2. *Standards*: The establishing of achievement standards in arithmetic that will call for more specific evidence of ac-

complishments than the schools are at present demanding of students in arithmetic.

3. *Method*: Greater provision for individual differences and the introduction of arithmetic experiences that give youngsters a purpose for learning number operations through using them to solve meaningful problems. Such experiences as those that have stimulated the committee might be introduced at appropriate grade levels. Examples, typical of those on employment tests, might be given pupils. Laymen who hire graduates might be invited to tell what arithmetic is expected of employees. The time has passed when a group of children as a class is considered as one, in which all are given the same work and expected to achieve the same results.

It is significant that there are teachers who are making real progress in their attempt to provide for individual differences. Herein is the answer to stimulating the interest of all levels of ability. The slow-learning child pushes aside his inhibition, as he finds himself engrossed in work that is real, practical, interesting, and within his abilities. At the same time those on the higher level find themselves no longer held back waiting for the slower ones in the class to catch up. They find in their assignments the challenge of thought so necessary to keep them actively interested.

To Better the Schools —

Your Citizens Can Help You!

Charles H. Tietjen*

Despite the numerous efforts that educators the country over are making these days toward developing a program of better school-community relations, they are finding that the practical problem of informing the public is a greater one than is envisioned on paper.

Working with people is not necessarily easier in the educational field than it is in any other line of endeavor, and the process of disseminating information on school conditions and problems to all the public can be an unusually slow and tedious one. However, from the results reported by many communities, it is known that the job is being done, and that once the public becomes aware that school problems are its problems, the people are accepting a greater responsibility toward the development of a better school system.

The educators' task then, is to bring the citizen into a closer and more realistic contact with educational planning and progress, so that problems cry out of themselves, and do

not need selling on the part of teacher or administrator.

Already in wide use are the general areas of the printed or spoken word such as press, radio, and public address. Useful as these mediums are, however, it is now known that they do not reach enough people in a community with the force and realism necessary to arouse satisfactory interest and action.

In order to get this interest and action, public participation in school affairs may well be the keystone to success in your community as it has been in others. The aim must be to place as many citizens as possible in positions in which their different experiences, education, background, and training will add to the vitality, initiative, quality, and growth of a progressive program of education in your community.

Sensing the value of a more positive participation by patrons in their community, early this year the El Dorado school board authorized and encouraged the formation of several citizens' committees to study local educational needs and problems. Working with

the school administration and teaching staff, these groups were asked first to gather information and weigh facts, and then to make recommendations to the school board and to the community based on their findings. The reports presented have already received widespread attention and are forming the basis for the future physical and educational development of the school district.

The Ladies Led Off

The first group of citizens to receive an assignment was entirely women. To them was given the task of conducting a searching and comprehensive study of district-wide school building needs. Following this, a representative group of men were appointed as an advisory body to the board on the question of school finance. Their goal, no simple one to be sure, was to find a way to pay for what the women's committee had recommended as the result of its study. The third committee, a mixed group, was asked to study the over-all position of the

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El Dorado schools in relation to other schools of comparable size. This last committee was in reality six smaller committees, each reviewing the standing of their own area school in various phases of its program.

Group sizes were held at about 15, a number thought likely to produce the best results in terms of efficiency and co-ordination. To each group was assigned a member of the administrative staff, but all decisions — meetings and election of officers — were left entirely to the committees. The only stipulation made by the school board was that at the completion of each study, the group report its findings and recommendations to the board, present this information to the community, and then consider itself disbanded.

For the benefit of others interested in similar citizen participation, the story of the El Dorado Citizens Committee on School Building Needs is given here.

From time to time complaints on plumbing, seating, and other building conditions had reached both the board and the administration. Realizing the need for renovation and expansion, the board authorized a citizens committee to study the entire building problem.

With the advice of board members, school principals, and P.T.A. officials, 15 women, representing a cross section of El Dorado, were asked to devote one morning a week until the completion of the task. Receiving one hundred per cent acceptance at the initial meeting, school officials listed in detail every building problem facing the district. Complete school facilities, staffs, and statistical information were placed at the disposal of the group and a member of the administrative staff was assigned to assist as consultant.

The election of officers was put off until members knew each other better, but a temporary secretary was asked to keep meeting minutes and decisions, and Wednesday mornings at 9:00 were set as the regular meeting time.

Eight Important Problems

The following problems seemed urgent and were set up by the committee for consideration:

1. Overcrowded conditions in buildings, both Negro and white.
2. Future building needs based on enrollment trends and forecasts.
3. Seating and school equipment needs.
4. The need for reconditioning and repainting school buildings, both inside and out.
5. Playground, toilet, and drinking facilities.
6. The pupil transportation problem.
7. Completion of the Junior High School and Negro High School.
8. The replacement of outmoded schools.

Before attempting this survey, the committee asked for and received available information concerning present and probable future enrollments as well as other information incidental to the school situation.

At subsequent gatherings, stretching over four months, subcommittees of three members each visited and, with the help of a check list

prepared for the purpose, rated each school in the district according to inside and outside painting and repairing needs, playgrounds and playground equipment, rest rooms and drinking fountains, seating, classroom conditions, cafeterias, auditoriums, and gymnasiums.



Miss Theodorah Marks
Chairman of the women's committee that made the study of the school plant situation.

A house-to-house survey was conducted with the help of a high school class in American Problems to determine whether the number of children in the rapidly developing northwest section of the community warranted a school in that area.

Information on the transportation situation was compiled and studied as were teacher loads, class sizes, and probable future enrollments of the next ten years. Members met with prominent school building experts and visited new modern schools in other communities.

The Report Acted Upon

Finally, when all the material had been gathered, sifted, and assimilated, the group issued its report. Containing committee findings, ten major recommendations in the order of their immediate and long range importance, and having as an appendix all the statistical data used in the compilation of the report, the work was presented to and accepted by the El Dorado board of directors.

The final request to the group was that they present their report to as many people as possible. Toward this end a general community meeting was called, covered by both press and radio. Soon after, several members presented the entire program on a special half-hour radio broadcast, while others found audiences in civic and service clubs, labor groups, and neighbors. There are not many people in El Dorado today who do not know the school building problem.

Taking this precise survey as the basis for future renovation and expansion, the El

Dorado school board has employed a competent school architect, received plans and estimates on the recommendations made, and has learned that the expenditure of approximately \$1,800,000 is needed to adequately house the children of the district.

Using the same recommendations as a guide, the advisory committee on finance is currently investigating local property assessments in an attempt to correct weaknesses in the tax program by true equalization of local assessments, and soon hopes to take steps toward that end.

The third committee, divided into those six study groups determining the relative strength of the El Dorado schools with others throughout the nation, has already presented its findings to the board and to the community. Using as a basis the questionnaire presented by a national magazine, these patrons have found that the schools are only low average in standing, and they are now determined that this rating must be improved.

One particular reaction was reached by all three committees, for after viewing the deplorable conditions in some buildings, they urged that school tours be conducted for the entire community. Feeling that certain situations would speak for themselves, trips throughout were sponsored by a number of the groups, bringing to many additional patrons a contact with conditions they could not believe existed in their city.

The Benefits Summarized

What then, are the lessons learned from community participation of this type? We have seen this: Eager, enthusiastic, and industrious people are needed. A cross section of the community must be represented. A member of the school staff must be assigned to act as a resource person. Outside experts should be consulted. The administration must provide the basic leadership until the group can take over on its own. The committee should have free rein in its fact finding and recommendations.

What benefits are secured when citizens share school problems? Great ones. Each committee member had the opportunity to ask any and all questions about his schools, and many took full advantage of this opportunity. The administration, in turn, was able to present a clear, unhurried picture of the educational and financial situation. For the first time, most of these people were receiving accurate information which they could pass along. El Dorado committee members no longer ask school questions of their uninformed neighbors; they ask us.

For its part, the school district receives the thoughts, advice, and judgment of many of its patrons, all with the common interests of their children and the school system at heart. Their farseeing and ambitious designs for a stronger educational program will be measured in the progress of the future.

Are committees of this type the answer to a community's school ills? Hardly, but many committees such as these, working on

(Concluded on page 90)

The Vista del Mar Union School, Gaviota, Calif., is located in a strictly rural area. Every pupil is transported to school by bus. The school enrolls approximately 65 children; three teachers are employed full time and a music teacher is employed part time. Even though the school is located in a rather remote area, today every pupil in the school eats a complete, hot, well-balanced lunch in an attractive lunchroom, prepared in a modern kitchen that compares favorably with the finest to be found anywhere.

The success of this lunchroom is revealed in many ways. There is amazingly little waste of food, which can be attributed largely to the manner in which the food is prepared and served by two competent lunchroom supervisors. The children conduct themselves in a relaxed and dignified manner in the lunchroom under the supervision of the teachers. The teachers and lunchroom supervisors approach the lunch program as an important part of the educational program. Attractive bulletin board displays of health posters are to be found in the lunchroom; in the classrooms numerous projects center on diet and correct eating habits. The improvement of the physical appearance of the children is readily noticeable. The teachers report general improvement in the attitudes and effectiveness of the children in the classroom. The co-operation and support of the parents is remarkable.

When school opened in the fall, September 1950, this school had never had a lunchroom and most of the children attending the school had never eaten in a school lunchroom. Yet, on the opening day of school, there was not a familiar lunch pail to be seen, and every child ate in the new lunchroom.

The Principal Initiates Plans

This change was effected through careful planning over a period of three years. In the spring of 1948, arrangements were made for the children to buy milk at school. This undertaking was supported financially by the newly formed Mothers' Club. It was continued the following two years with some support from the State Department of Education. In January, 1949, the principal asked

*Principal of Vista del Mar Union School.



All food served is carefully prepared by Mrs. Russell.



A teacher sits at the head of each table which assists in improving the educational and social situation.

Community Planning Helps —

A Rural School Lunchroom

Claude E. Norcross*

the members of the Mothers' Club for their opinion on the establishment of a school lunch plan. Much enthusiasm was evidenced, although many difficulties were foreseen.

At the February, 1949, meeting of the Board of Trustees, the principal reported the reaction of the Mothers' Club. The trustees raised these problems: There was no competent lunchroom supervisor available, the existing facilities were inadequate, there was uncertainty about the number of children that would participate, the capital outlay for needed facilities was unavailable under the current budget; the food would be typically institutional and the country children would not eat it.

The Community Plans

At a community movie held in the school auditorium, in March, 1949, the film "A School Learns to Eat," was shown, without comment, before the feature film. This stimulated interest and discussion.

Later in the same month, at the suggestion of the Mothers' Club, the principal called a public meeting primarily to give the fathers an opportunity to participate in the discussion and planning. The meeting was well attended and it was evident that the community mem-

bers were becoming enthusiastic. It was suggested that the principal send a letter to all parents explaining the planning that had been done to date, how such a lunchroom would be operated, and the probable cost and type of meals to be served. Each parent was then to be asked to indicate whether he or she desired such a program to be started and whether his or her child or children would participate. All parents returned the questionnaire stating that they would like lunches served next year and that their child or children would participate.

Meanwhile an application had been received from a husband and wife to serve as lunchroom supervisors. These people were competent and qualified for the position. This presented a possible solution for one of the problems.

The Board of Trustees Plans

The principal reported the results of the questionnaire to the trustees at their April meeting. A resolution was unanimously adopted that facilities, equipment, and personnel be made available for the 1950-51 school year.

In March, 1950, the husband and wife who first applied for the lunchroom positions were employed. A bit later, the Mothers' Club



Home-made biscuits are always attractive.



Corner in the lunchroom showing current poster exhibit.

held a kitchen shower. They presented the school with a new commercial type mixer complete with all attachments. Each member also contributed small items such as dish towels, dishcloths, and steel wool pads.

Others Help Plan

In May, 1950, two hotel supply companies were invited to fit a kitchen layout into a room adjoining the auditorium and to make recommendations as to type of equipment needed. The lunchroom supervisors were called in and gave valuable service in the planning. Their participation in the planning has resulted in the utilization of every piece of equipment in the kitchen.

The recommendations of the hotel supply companies were studied carefully and a scale drawing locating the equipment was decided upon. Specifications for this equipment were approved by the Board of Trustees in June; bids were received and contracts let.

During the summer of 1950, the kitchen room was completely renovated. New cabinet-work was installed, new indirect lighting was added, and the room was painted a cool pastel color. The auditorium, which was to be used as the lunchroom, was also redecorated.

Before school closed in the spring, the lunch supervisors visited several other schools to obtain ideas and suggestions. In some cases, they were invited to help prepare and serve a meal. The many ideas they received have been helpful in operating the lunchroom. Also, during the spring, the principal and lunch supervisors made a study of the bookkeeping systems used in other schools. This provided helpful information in planning a system of accounts.

When the lunchroom was ready a week before the opening of school, the Board of Trustees and their families were entertained at dinner by the lunch supervisors and the principal and his wife.

The Plans Continue

Every child ate in the new lunchroom on the opening day of school, and this record has been maintained. Early in September, a program was presented at an evening meet-

ing of the Community Club. It consisted of a report by the lunch supervisors who explained all aspects of the lunchroom operation. The parents left this meeting confident that the lunchroom would be operated efficiently by competent people who were truly interested in the welfare of the children.

This meeting was followed by an invitation to the parents to have lunch with the children. School buses were provided to transport the parents to the school for this lunch. Typical comments made by parents who attended were:

"Do you mean that you can serve a meal like this for only twenty cents?"

"Are the children always this orderly in the lunchroom?"

"Some of the children are going back for a second helping; do you allow that?"

"That is the first time I have ever seen my child eat peanut butter."

"They all seem so happy and contented."

"This food is delicious; may we have the recipe for the raisin pudding?" (They were supplied recipes for the entire meal.)

"I think that it is a good idea to have each child scrape his own plate. I can't believe that there is such a small amount of waste food from the plates of sixty-five children."

"We will be back often to have lunch with you."

The children's meals cost only twenty cents, yet the lunchroom has operated in the black. This is due largely to careful purchasing. All supplies, other than the surplus commodities, are purchased at wholesale in Santa Barbara, 30 miles away. Purchases are made by the lunchroom supervisor once per week. The kitchen contains an 11 cubic foot freezer to store several weeks' supply of meat and other foods.

The school district pays the salary of the employees and such other expenses as it can legally pay. The money received from the sale of lunches is used to buy food. This arrangement makes possible the twenty cents lunch price and encourages one hundred per cent participation. However, the real attraction of the lunchroom is the delicious food well prepared and attractively served.

The special touch is particularly noted in the beautifully decorated cakes served at Christmas and at special events. Delicious cherry pie was served on the day preceding George Washington's birthday; and turkey with all the trimmings was served just before the Thanksgiving and Christmas vacations. The lunchroom is always attractively decorated with flowers and potted plants. Special table decorations are provided by the students, such as pine cone turkeys at Thanksgiving. The children look forward to hearing their friends sing "Happy Birthday" to them in the lunchroom. Mrs. Russell, the assistant supervisor, was presented an attractive gift on her birthday by the children.

All records and accounts are kept by the supervisor under the direction of the principal. The children pay their money directly to the supervisor before classes begin each morning. Most of them pay by the month. Each parent is supplied with a statement of his child's standing on the lunch accounts on the first day of each month. The teachers are not asked to handle any lunch money.

The advance planning and the planning that has continued has insured the success of this lunchroom.



Children help with the serving.



The supervisor and the cook regularly serve the meals.



Pat Lonergan
*Chairman, House Education
Committee*

So that the reader may have some understanding of the happenings leading up to these legislative results, certain background information is included here. This information is organized chronologically and is as follows:

Background of the Legislation

1. The Oregon Basic School Support Law as enacted in 1946 contains this provision, "The state treasurer is hereby directed to establish a reserve fund to be used, under the direction of the state board of education, for periodic studies of the operation of and the quality of education attained under this act." In the light of the fact that next year the state of Oregon will furnish from state sources about 45 per cent of the total current operating costs of the public schools of the state, the writer believes that the setting aside annually of money to be used for evaluating the school program is an excellent provision.

2. The 1949 Legislature adopted HJR 27 which provided for "a study of the public elementary and secondary schools of the state," under the direction of the State Board of Education, which in turn was to appoint a Legislative Advisory Committee consisting of one member from the Senate, two from the House, and four appointed at large. Subsequently, the State Board delegated the responsibility for the organization and conduct of the study to this Committee. The resolution further provided that the cost of the study was to be taken from the Basic School Support Fund, in accordance with the provision found in Item 1, above. From that source and to meet the cost of the survey including the printing of the report, the State Emergency Board set aside \$55,000.

3. Early in its deliberation this Legislative Advisory Committee made two decisions. First of these was, that the director of the study (later called chief consultant because of a legal technicality) was to be from outside

*Director of the Bureau of Educational Research, Ohio State University.

Legislative Results from the Oregon School Survey

*T. C. Holy**

Oregon, and second, that this director would be in Oregon during the 1951 legislative session when the survey recommendations requiring legislation would be under consideration. The writer was chosen by this Committee as Chief Consultant with the agreement that he spend eight months during 1950 in Oregon directing the study, and the months of March and February, 1951, in Oregon when the Legislature was in session.

4. During September, 1950, a series of six articles on the survey findings and recommendations were prepared by Wilma Morrison, a feature writer of the *Oregonian* (one of Portland's daily papers). These were sent out with a covering letter from the chairman of the committee to every newspaper and radio station in the state.

5. Between October 1, 1950 and February 1, 1951, the three following reports were printed.

a) The complete report entitled "A Study of Public Elementary and Secondary Education in Oregon." Two-thousand copies of this complete report, which contains 444 pages, were printed.

b) An 88-page digest of the study which contained recommendations as found in the complete report and a summary of the major findings. About 5000 copies of this digest were printed for release beginning in October, 1950.

c) A pictorial digest based on the findings in the complete report. Ten thousand copies of this digest, which was in the form of a report card with grades given to each major area of the survey, were printed for wide distribution within the state.

6. On the basis of careful study of the digest many school and lay organizations endorsed certain of the major recommendations prior to the convening of the Legislature.

7. Between October 1, 1950, when the study was completed and January 8, 1951, when the Legislature convened, bills designed to carry out those recommendations requiring either statutory or constitutional changes were drafted by the Statute Revision Council, a state agency having that responsibility. These measures — 30 bills and two joint resolutions — were divided between the House and Senate and introduced during the week of January 8,



Eugene E. Marsh
*Chairman, Senate Education
Committee*

1951, the first week of the legislative session. Although they were at once referred to the House and Senate Education Committees respectively, no further consideration was given them until after February 1, the date the writer arrived in Oregon.

How the Bills Advanced

In the light of this general background the Education Committees of the Senate and House began their consideration of these survey measures shortly after February 1, 1951, and continued this consideration until the final days of the session which ended on May 3. Although the original agreement was that the writer would be in Oregon only during the months of February and March, the State Board of Education extended that time for a period "not to exceed 30 days" because the committees had not by the end of March, completed their consideration of these measures. In general, these procedures were developed and followed:

1. As the first step, the writer prepared a digest of each measure, showing first of all its major provisions, and secondly, the reasons for it. These were mimeographed for distribution to the Education Committee members and other interested persons.

2. For nearly three months, the writer met regularly three times a week with the Senate Education Committee and twice a week with the House Education Committee. In addition to the scheduled meetings there were many special meetings on the measures.

3. At these committee meetings, whenever a survey measure was up for consideration, the writer was given an opportunity to present the provisions in the bill and the need for that kind of legislation. Following this presentation, there was much questioning and discussion by the Committee. Furthermore, there were many public hearings on the measures.

4. Following these hearings the committee then considered the measure, paying particular

THE SENATE EDUCATION COMMITTEE



T. Parkinson, V.-C.



M. J. Wilson



P. S. Hitchcock



Dean Walker



Ben Day



R. D. Holmes

attention to the following: (a) Is there a need in Oregon for this legislation? (b) If so, does the bill as originally drafted meet that need or does it need modification?

5. If, in the judgment of the committee, there was need of the legislation along the line of the measure under consideration, then careful attention was given to the detailed provisions in the bill as introduced. That these two committees took this job seriously is best evidenced by the fact that of the 22 measures recommended for passage by the committees, all had had some changes from their original form. It is the judgment of the writer that in every case the changes made by these committees actually strengthened the bills. A good example of this is SB 315, the bill setting up the machinery for state-wide school district reorganization. As introduced, this was SB 47. The Senate Education Committee made such extensive amendments that the bill was reprinted and reintroduced as SB 315. This version of the bill was further amended and reprinted as Engrossed SB 315. Moreover, after passage in the Senate it was further amended in the House Education Committee. Without doubt the bill as finally enacted into law is a stronger and much more workable piece of legislation than the original bill.

6. Once a bill was voted out "DO PASS" by one of the committees, the writer prepared a memorandum to be used by the committee chairman or a committee member designated by him in making the presentation on the floor of the Senate or House and in answering expected questions.

The Laws Enacted

The \$64 question which now arises, is, "What survey recommendations were actually enacted into law?" Below are listed by bill number, major purposes, and the action of the Governor, those measures enacted into law.

Measure Number	Major Purposes
1. SB 262	Creates a new State Board of Education appointed by the Governor, with the Approval of the Senate. — <i>Approved</i>
2. SB 43	Gives legal status to the State Department of Education. At present it has none. — <i>Approved</i>
3. SB 44	Provides for an annual joint meeting of State Board of Education and State Board of Higher Education. — <i>Approved</i>
4. SB 315	Sets up machinery for state-wide school district reorganization. — <i>Approved</i>
5. SB 48	Fixes the limitation of school district bonds according to type of school district. — <i>Approved</i>
6. SB 50	Sets up the formula for the distribution of Basic School Support Funds, including \$30 per census child increase voted in November, 1950. — <i>Approved</i>
7. SB 51	Prescribes when school warrants and checks shall be used by school districts in payment of their obligations. — <i>Approved</i>
8. SB 54	Requires bidding for purchases above a fixed amount in all classes of school districts. — <i>Approved</i>
9. SB 57 ¹	Requires the appropriate administrative certificate for administrative or supervisory officers. — <i>Approved</i>
10. SB 58	Requires four-year preparation for elementary teachers after July 1, 1955. — <i>Approved</i>
11. SB 59	Provides that each school district allow an annual sick leave of at least ten days, cumulative to fifty days. — <i>Approved</i>
12. SJR 14	Provides for a vote at the November, 1952, election on a constitutional amendment, making the Superintendent of Public Instruction an appointive rather than an elective official. — <i>No Approval Required</i>

Measure Number	Major Purposes
13. SJR 38	Provides for a legislative interim committee to study and make recommendations to the 47th Legislative Assembly on the relationships which the State Schools for the Blind and Deaf, Hillcrest School for Girls, Woodburn School for Boys, Fairview Home and the State Penitentiary ought to have with the State Board of Control and the State Board of Education. — <i>No Approval Required</i>
14. HB 53	Requires a multiple choice of at least three textbooks for each grade and subject field by the State Textbook Commission. — <i>Approved</i>
15. HB 59	Strengthens the present compulsory education provisions between the ages of sixteen and eighteen years and provides the same penalties for these ages as is now in effect for ages seven to sixteen years. — <i>Approved</i>
16. HJR 6	Provides for study and recommendations to the 47th Legislative Assembly on emotionally maladjusted children, slow-learning children, and gifted children. — <i>No Approval Required</i>

In addition to the 16 measures listed above, six others were passed by the House. Two dealing with transportation were referred to the Senate Committee on Roads and Highways where no action was taken, and the other four were tabled by the Senate Education Committee. One of these four thus tabled provided for the transfer of the State Schools for the Blind and Deaf from the State Board of Control to the State Board of Education. Another bill provided that the State Board of Education have supervisory responsibilities for the educational program in the two correctional schools—Hillcrest School for Girls and Woodburn School for Boys. The remaining two bills were minor, relating to the school

¹Passed as HB 714.

THE HOUSE EDUCATION COMMITTEE



J. O. Johnson



H. H. Chindgren



A. C. Goodrich



M. B. Neuberger



E. B. Cummins



M. O. Hatfield, V.-C.

library book lists and an advisory Curriculum Commission.

Bills That Did Not Pass

There were eight bills on which no action of any kind was taken for various reasons. Only one of these, SB 52, which provided for the appointment rather than the election of county school superintendents, is regarded by the writer as a current major issue. A hearing on this bill by the Senate Education Committee brought the suggestion that a more fundamental change ought to be made in the law than this bill contemplated. The suggestion was that the county school superintendents in the 23 counties where they are now elected at large (in the other 13 counties they are appointed by the County Board of Education or the Rural School Board), be appointed by a newly created County Board of Education rather than by a convention of the chairman of school boards in the county as the bill provided. Furthermore, that this new County Board of Education take over the duties of four existing boards concerned with the schools. To put this suggestion into effect would require extensive overhauling of present laws. Because of limited time plus belief on the part of some members of the Committee that the reorganization program if effective, might eventually eliminate the office of county superintendent, no further action was taken on this bill.

No action was taken on SB 53, which provided for centralized accounting and purchasing in the office of the county school superintendent, in the belief that it ought to be deferred to see what effect reorganization as set up in SB 315, would have on both purchasing and accounting.

Senate Bill 60 fixed the minimum teacher's salary at \$2,400 per year. Since in 1949-50 only 2 per cent of Oregon's teachers received less than \$2,400, there seemed little reason

for consideration of this bill, particularly in the light of the further salary increases made in 1950-51 and those contemplated in 1951-52.

Senate Bill 61 relating to the state's public retirement system for teachers was withdrawn after these same provisions had been incorporated in HB 638 which was enacted into law.

Senate Bill 49 provided for \$2,000,000 during the biennium for school building aid in distressed school districts and another \$2,000,000 to help newly created unified districts with their capital outlay improvements. No consideration was given to this bill because of the condition of the state's general fund.

The remaining three bills dealt with changes in the laws on school district reorganization, the use of the state purchasing office in buying school buses, and architectural services in the planning of school buildings. Lack of time prevented consideration of these three bills.

From the foregoing tabulation and discussion, it will be seen that favorable action was taken on the major bills dealing with the state educational organization, local district reorganization, school finance, school bonding limitation, the training of elementary teachers, the certification of administrative and supervisory officers, and a sick-leave policy for teachers. In addition, approval was given to three joint resolutions, SJR 14 and 38 and HJR 6. It should be added that the cost of the studies as set up in the latter two of these resolutions is to be borne from the reserve fund as provided in the Basic School Support Law.

What Produced These Results?

The next question which undoubtedly comes to the mind of the reader is, "What were the circumstances and factors which produced such highly satisfactory results?" Obviously, many forces were involved in such a program.

Among those, the following are listed.

1. The public in general, especially those vitally concerned with education, had confidence in the integrity and good judgment of the Legislative Advisory Committee to which the State Board of Education as already noted, had delegated immediate responsibility for the survey. The members of this Committee were: Frank Schiro, chairman, Ben Buisman, vice-chairman, Elizabeth Ducey, secretary, Herman P. Hendershott, Robert D. Holmes, Mrs. Victor O'Neill, and Lyle D. Thomas. Following the completion of the study, members of this Committee did a great deal of speaking on the survey report in various parts of the state.

2. The survey contained definite and specific recommendations which had been developed by a staff of 58 persons, 54 of whom were Oregon educators. These recommendations were available for study by the Oregon Education Association, the Oregon Congress of Parents and Teachers, the Oregon League of Women Voters, the American Association of University Women, and other school and lay organizations prior to the convening of the Legislature. On the basis of this study many of these organizations as noted earlier, endorsed the major recommendations requiring legislation. Moreover, having once made these endorsements, these organizations pressed with vigor for their enactment into law.

3. A strong belief among school officials and interested citizens that the time was at hand when some major changes must be made in the organization, administration, and instruction in the Oregon public schools. This belief was shared by individuals and groups who vigorously opposed some of the things that were done. For example, in the public hearings on the bill setting up the machinery for school district reorganization (SB 315) even the most vigorous opponents admitted that something needed to be done to provide a better school district structure.

4. The co-operative and helpful attitude of the State Board of Education and its staff during the conduct of the study, and during the legislative session. This attitude in the judgment of the writer was a very important factor in bringing about the situation described in Item 3 above.

5. The very fine assistance given the Education Committees by Dr. C. F. Huffaker of the University of Oregon (Dr. Huffaker worked mostly with the Senate Education Committee), Lester A. Wilcox, Assistant Superintendent of Public Instruction, and Harold Eichsteadt of the Statute Revision Council and who had prepared the original bills. These men met regularly with the committees and made a great contribution in explaining the current situation in Oregon and the probable impact of the legislation under consideration.

6. The fine coverage given the survey findings and recommendations both newswise and editorially by the Oregon press. The writer is convinced that this strong editorial support was a very important factor in determining the final legislative outcome.

7. Finally and most important was the spirit and open-minded attitude of the Governor, the members of the Legislature in general, and the members of the Education Committees in particular. The careful and conscientious manner in which these committee members did their jobs created confidence on the part of the other members of the Legislature. Evidence of that confidence is found in the following:

a) Not a single survey measure voted out "DO PASS" by the Education Committees was defeated in its final vote. In two cases bills were defeated on the first vote but were later reconsidered and passed.

b) Only one bill, that to provide free textbooks in high schools was voted "DO NOT PASS" by the Committee. This bill was indefinitely postponed.

c) A total of the final votes on the survey measures acted on in the House and Senate shows 1461 affirmative votes and 196 negative votes, or an over-all percentage of 88.2 for the measures.

Conspicuous Service Rendered

For many years, as readers of this magazine know, it has carried on its pages from time to time, pictures of school boards who were doing a highly commendable job. Because the Senate and House Education Committees of the 1951 Oregon Legislature have rendered such a conspicuous service in the cause of public education in that state, its editor is glad to accord the members of these two committees that same recognition. The writer would like to record here his great satisfaction in having had the opportunity to work day by day for nearly three months with such high-class individuals. It was indeed a pleasure.

Lest the reader may have the notion from the foregoing that the matter of getting legislation enacted is a simple process, it seems appropriate in conclusion to point out the obstacles that must be surmounted in that

process. One frequently hears the comment, "We ought to get a law passed," with the implication that that is a goal easily achieved. Assuming no amendment in a bill from the time it is introduced until it clears the Governor's office, there are five definite hurdles which it must surmount before becoming a law. Take for example, an educational bill introduced in the House of Representatives where it is referred to the House Education Committee. These five hurdles are, in order, (a) the House Education Committee, (b) the House itself, (c) the Senate Education Committee, (d) the Senate, and (e) the Governor. This is the road when there are no amendments. If this bill, after passing the House were amended in the Senate, then it would have to return to the House Education Committee where it originated. If that Committee concurs in the Senate amendment, then it goes back to the House for a vote, thus adding two additional hurdles. Although there are a number of other situations which may arise and thereby further complicate the passage of a bill, enough has been said here to show clearly that the enactment of legislation is a long and involved process. The writer suggests that any person having doubt of the truth of this statement, need only try to get a bill enacted into law.

I'LL STICK TO THESE

Julius Barbour*

The fall season comes with a rush to the Michigan cities north of the Wisconsin line. The smell of wood smoke from a hundred houses reminded me of our northland where wood fires precede the permanent

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ones of coal. I stood in late evening in August looking at our newly constructed addition to our building. Rooms for twenty more classes I thought.

The smooth sod of one half the lawn contrasted with the rough grading in front of the new construction. Jeff, the custodian, crossed the street to inquire if he might ask a question. Could one say "No" to so simple a request.

"I've been thinking we'll be needing another man when we open up in two weeks," Jeff began.

"Yes, Jeff. Let's talk it over for a minute," I replied.

We went into the new wing, walked the new terrazzo corridors and entered the new office. A tint of setting sun embossed the copper *Superintendent of Schools* sign on the door.

As we sat down I began to say, "We need a young man. He should be one we can train to be a capable worker. We want him to be responsible. He must be able to get along with people."

I paused to think of the other qualifications and reached for a copy of a late book on School Administration as Jeff replied, "I thought you might consider Ed Watcher. I've read of those lists of things the custodian has to have. I think there are just three qualities school employees must have."

"What are they, Jeff?" I asked.

"As for me I'll stick to these: *He must be healthy, he must have ambition, he must love children.* Now Ed has all three of these. I don't tell the superintendent what to do, but I hope you consider Ed."

"And, by the way, I ought to see if they got that float on the vacuum pump fixed," said Jeff as he arose and went down the steps outside the office door.

I walked to the door, snapped on the light switch and gazed down the corridor of the new building. Twenty doorways, in 20 days a teacher in each, greeting 25 new enrollees.

How carefully had we chosen these 20 to set the pattern of operation for the new addition. Farthest down the hall was the first-grade room. Here our Judy would begin her reading experiences.

My reverie on the importance of first-grade reading and of the teacher's work with our youngest was interrupted by the bang of the boiler room door. Jeff crossed the back lawn toward his home.

Judy's first-grade teacher and the other 19 we had chosen must make good. Our selection had been painstaking and careful. Now we must choose a custodian.

Jeff turned the corner and disappeared. I walked down the new corridor. My footsteps seemed to beat out a rhythm. As for me, I'll stick to these — As for me, I'll stick to these.

Yes that was it — be he custodian or teacher — I'll stick to these: *He must be healthy, have ambition, and love children.*

But as for me, I'll stick to these — I went out into the crisp, evening air.



The shadows on this child's face indicate the presence of a strong side light source.

In our rush to erect new schools we have forgotten about the old buildings, with the well worn steps, which still continue to operate, although they were built 20, 30, and even 50 years ago. An eighth or a quarter of our country's children attend modern, well-designed schools, the majority of the pupils still spend about a quarter of their waking hours in classrooms long since outdated.

This practice of ignoring the older schools is not only unfair, but it is bad economics. It

How About the Old Ones?

R. H. Corregan

is unfair because it is not the philosophy of our democracy to give to some and withhold from others. It is bad economics because it supports the theory that "only a new school can be a good school." This is not true, because a structurally sound building can be remodeled; it can be brought up to date to meet the basic needs of a good schoolhouse for only a fraction of the investment required to build a new one.

It is a serious mistake to start out on a "one-way" school plant program. We do need new school buildings to meet the increased number of children who are coming of school age. However, it is necessary to protect the child by building, not just shelters, but carefully designed structures. These precautions are taken in the new buildings; now we must backtrack and remodel the older schools. There are, of course, compromises to be made. The overall plant layout is to an extent rigid. The compromises must be made in this area. By no means should they be made in the classroom where the child's health and educational development may be jeopardized. A remodeling program should be an all-out job. One important aim must be to give the child



The same child can read in comfort when the light is well distributed throughout the classroom.

all the advantages of a healthy visual environment and comfortable surround.

The standards for a remodeling program are the same as those used in planning a new school. The fenestration should be designed to make the most of the available daylight. Since it is visually not possible to add clerestories and other secondary light sources, the light from the main fenestration must be directed toward the inside of the room to achieve a satisfactory light distribution and level (an approach to 30 foot-candles should be maintained throughout the classroom). Prismatic type glass blocks are highly recommended for this purpose since they direct about 60 per cent of the daylight upward toward the ceiling where it is reflected downward over the working surfaces throughout the room. Glass block fenestration will insure the effective daylight distribution. Another, and extremely important function of the prismatic type glass block is glare reduction. Since the bulk of the light is directed upward and the remainder diffused throughout the room, there is no concentrated light envelope clustered about the fenestration wall.

It cannot be expected that the glass block will in itself do the whole daylighting job. It is necessary to carefully choose the color of paint to be used on the walls and ceiling. Ceiling and wall reflectance values should be high, a 70 per cent reflectance value should be sought for. A white ceiling with a high reflectance value will insure the deflection and distribution of the light directed upward by the glass blocks. The light colored walls will play their part in keeping the light "jumping," eliminating distorting shadows. Generally, all the room surfaces should be light in color. This includes the desks, floor, chalk and bulletin boards, etc. The light colors will reduce brightness contrasts. Current standards tell us that brightness ratios should be kept within a 6 or 7 to 1 ratio. This eliminates glare,



New paint, glass block fenestration, new lighting fixtures and new desks have made the classrooms of the Arsenal School, Hartford, Connecticut, attractive and happy places for learning.



The lighting of classrooms has been enormously improved by directional glass block with an occasional clear-vision unit.

and helps the child find his visual balance in the room.

The lighting fixtures should be co-ordinated with the daylighting design. Some lighting-fixture manufacturers recommend that, when a classroom is restricted to daytime use, the fixtures need not be close to the fenestration. Even on dark days there will be at least 30 foot-candles of light within 10 feet of the fenestration. For this reason there can be a larger space between the first row of fixtures and the fenestration than there is between the first row and the rows near the far wall. Electric lighting fixtures should be capable of producing 30 foot-candles on the desks. Lighting fixtures are an important consideration and their value should be thought of as part of the over-all program. A fixture which

produces bright spots on the ceiling or working surfaces, or which in itself is a source of glare, should not be used. The light must be carefully diffused so that it does not upset the brightness ratio. Luminous indirect fixtures integrate themselves into the system extremely well. All component parts of the classroom are interrelated. Upon analysis it can undoubtedly be found that there is a direct correlation between, for example, the floor color and the effectiveness of the lighting system from the standpoint of glare, and a number of other closely related factors and performance levels.

Doing a halfway job in remodeling is one of the greatest dangers. It's common knowledge today that the fenestration areas for instance should be carried from the front to



The Hawthorne School at Sioux Falls, South Dakota, was fitted with conventional type fenestration.

the rear wall, cutting out any dark corners. This usually means a few more dollars to tear out some existing masonry. The results are worth it.

Modernization Programs

School modernization programs have been adopted in many communities on a piecemeal basis, and by others as immediate and inclusive projects. It is possible to remodel one school at a time on a year by year basis. In some communities the project is carried on in a room by room basis. The modernization schedule can be varied to meet the budget, but no matter how small the program it does represent a positive action aiming toward the solution to an existing problem.

There have been many estimates concerning the costs of a remodeling program. Naturally the costs vary in every area as do workman's wage scales, and the cost of the materials. However, one expert claims that an old, but structurally sound school, can be remodeled to meet high classroom standards for 60 per cent of the cost of building a new school of the same size. The accuracy of this statement can be easily checked by getting estimates from local contractors.



In modernizing the Monroe School frills and towers have been removed and attention has been given to making the classrooms attractive in color, cheerful in light. To this end, new floors, new lighting fixtures, new plumbing, glass block fenestration, and warm, cheerful painting have contributed.



When erected in 1896 the Monroe School, East St. Louis, Illinois, was the last word in school design and fenestration.

Implications of the Draft for Secondary Schools *Elaine Exton*

As September school bells ring in the start of a new school year, school officials are faced with the pressing problem of marshaling school resources to effectively meet needs of youth growing out of a period of defense preparations.

Changed conditions of life stemming from the national emergency have intensified problems of school-age youth in deciding whether to stay in school or leave to accept employment, whether to enlist or be drafted, whether to go through with long-standing plans to enter college. Determining whether to marry early or to postpone marriage, finding how to be of service to their country—if a girl or physically handicapped—are in many instances causes of youth anxiety.

And for school administrators the impact of mobilization raises such issues as enriching the school program in ways to encourage students to remain through graduation, providing special guidance services to help young people adjust to life in the armed forces, deciding whether to adapt curricular and extracurricular activities to military service, evaluating in-service and off-duty education in the military agencies for high school credit.

Stay-in-School Emphases

It is the established policy of all the branches of the armed services to foster keeping young people in school as long as possible and discourage their volunteering until after graduation.

The navy, first to support this position, now has in press for "guys and gals with school-quitting notions" a 32-page *Stay in School* pamphlet with humorous pen and ink sketches that cites the advantages of taking a long-range point of view toward education. This will soon be obtainable from local navy recruiting stations.

One of their earlier leaflets on the same topic advised teen agers: "The navy encourages you to stay in high school, graduate, and go on to college or other advanced training if you can. It also urges you to plan your career as early as possible; then work toward the realization of your ambitions by taking subjects and obtaining experience which will contribute to your chosen field of work. The navy follows this policy because it is convinced that you will serve yourself and your country better by obtaining the maximum of educational background before launching upon your life-work."

The expressed policy of the U. S. Army and U. S. Air Force Recruiting Service since the

end of World War II has been and still is that the Recruiting Service personnel are not to take any action that would influence any young man to leave high school for the purpose of enlisting in the Service, according to Major General T. J. Hanley, Jr., Chief of the Military Personnel Procurement Service Division.

He further comments: "Eager as we are to have men in the armed forces, we do not want them to pass up their opportunities for education. We want volunteers who will take pride in being soldiers and airmen—but we want them after they have gone as far as they can in school. A better educated soldier or airman is a better military man; more useful to his country, more useful to himself. . . . Schooling assures the good soldier and airman, and the competent officer, a better chance to go ahead. It helps a man to win promotions, more pay, and advancement."

Recommended procedures for curbing drop-outs range from broadening the school's program to helping teen agers obtain part-time employment. Conveying a proper understanding of the nation's man-power needs¹ and the wider use of supervised school-and-work activities are other methods favored.

Obligation for Military Duty

Under the new Universal Military Training and Service Act (Public Law 51, 82nd Congress, approved June 19, 1951) the age of liability for duty in the armed forces extends from 18 years, 6 months, to 26 years. For those inducted under the 1948 Act as well as under the more recent Act, the period of active service is set at 24 months, with a maximum eight-year obligation for combined active duty and subsequent reserve obligation.

As regards high school students, the new law stipulates:

Any person who is satisfactorily pursuing a full-time course of instruction at a high school or similar institution of learning shall, upon the facts being presented to the local board, be deferred (a) until the time of his graduation therefrom, or (b) until he attains the twentieth anniversary of his birth, or (c) until he ceases satisfactorily to pursue such course of instruction, whichever is the earliest.²

¹An authoritative statement of man-power needs and trends may be found in *Meeting Defense Goals a MUST for Everyone*, the Second Quarterly Report of the Director of Defense Mobilization to the President, July 1, 1951. Superintendent of Documents, U. S. Government Printing Office, Washington 25, D. C., 30 cents.

²This provision is much the same as in the Selective Service Act of 1948, except that the word "deferred" is used in place of "postponed," and the student may now be deferred upon presentation of the facts to his local board even before he is called up for induction.

A résumé of the law released by the National Office of the Selective Service System explains that with respect to deferments for college and university students:

a) The Act provides that a student may not be inducted after he has started his studies until the end of his academic year, *but* he may receive only one such deferment. Also, it is the student's academic year which governs, not the institution's academic year, as under the 1948 Act. Thus under the new Act a student entering any semester will be deferable until his academic year is over, regardless of when the semester begins. His work must be satisfactory and he must be engaged in a full-time course. Under the 1948 Act, which provided for a postponement instead of a deferment, a student might have obtained postponements successively—that is, he could not be inducted during any academic year after he had started it. This had the effect of protecting most college students against induction except during summer vacation months.

b) The President is authorized to issue regulations providing for the deferment of any or all such categories of persons whose activity in study, research, medical, dental, veterinary, optometric, osteopathic, scientific, pharmaceutical, chiropractic, chiropodial, or other endeavors is found to be necessary to the maintenance of the national health, safety, or interest. In principle, this provision is similar to a provision in the 1948 Act, and it gives authority to issue regulations providing for deferment of persons described. No local or appeal board shall be required to postpone or defer a student on occupational grounds solely on the basis of any test, selection system, class standing, or any other means conducted, sponsored, administered, or prepared by an agency of the Federal Government or any private institution or individual employed by such agency.

Impact on the School's Program

Should schools adapt their curricular and extracurricular activities to military service? It is against the policy of the armed forces to militarize the schools in any way. At this time no curricular or extracurricular changes are being officially recommended, but the armed services are co-operating with educational agencies to supply factual information to local schools that will help them in orienting their students to military life.

Although realizing the importance of a good, sound background with adequate training in English, mathematics, physical science, physical education, and the responsibilities of citizenship, the armed forces are not suggesting that the educational program of the schools, or of individual students, be changed. It is, in fact, counter to their policy to make recommendations affecting the curriculum in outside institutions. They have their own system of

training and service schools to take care of military needs.

The Committee on the Relation of Secondary Education to National Security of the National Association of Secondary-School Principals³ recommends that "under present conditions secondary schools refrain from rearranging their regular school programs to provide educational acceleration of school youth."

While allowing that some individuals, if advised through the guidance personnel of the school, may be able to profit by a planned program of acceleration, their report points out that "if secondary schools perform better than ever before the basic educational functions essential to meeting adequately national security needs, they may require more time rather than less."

Meeting in New York City, February 10, 1951, the Northeastern Commissioners' Conference Regarding Acceleration of Secondary School Programs concluded: "As a general policy, acceleration is not defensible. . . . Little will be gained by cutting a year from the secondary school program at the cost of decreased learning for youth and then requiring the military agencies to lengthen training time to make up for the deficiencies." They suggest that present conditions would indicate the value of increased and particular emphasis in the program of the secondary schools of the following:

1. The basic skills of communication and mathematics. In addition to the normal values for everyday living, the ability to communicate effectively and to compute accurately are skills which are essential to the armed services.
2. Health and physical education activities. General activity and experiences in this area should be emphasized rather than such activities as commando techniques and military training.
3. Specialized studies including science and appropriate foreign languages. The schools should provide a basic foundation in the sciences and instruction for selected youth in appropriate foreign languages.
4. Broad citizenship experiences. These should go beyond some social studies approaches and should seek to produce an informed, socially-conscious, articulate people who firmly understand and believe in our American way of life. (Emphasis should be placed on a thorough understanding of the values over which the world conflict in ideologies now rages.)
5. Preinduction (orientation and adjustment to service) training as a phase of the larger objective of vocational education (and guidance).

Orientation of Youth to Military Service

During the national emergency, which authoritative sources estimate will last at least ten years and possibly a generation or longer, practically all able-bodied young men will

³The members of this Committee are: C. W. Sanford, Dir., Illinois Secondary School Program, Chairman; Paul E. Elicker, Executive Secretary, National Association of Secondary-School Principals; George H. Gilbert, Principal, Lower Merion Senior High School, Ardmore, Pa.; Galen Jones, Dir., Instruction, Organization, and Service Branch, U. S. Office of Education; T. Edward Rutter, Principal, Washington-Lee High School, Arlington, Va.

serve sooner or later in the armed forces. Consequently the schools of the nation have an obligation to acquaint them with what the military agencies make available in the way of educational and training opportunities and to facilitate their obtaining the factual information that will enable them to more readily adjust themselves to military life.

That all secondary schools should provide guidance services that will relate especially to those problems faced by youth who are about to enter the armed forces or defense production and that qualified members of the school staff should be appointed to direct this service is being urged by the Committee on the Relation of Secondary Education to National Security appointed by the National Association of Secondary-School Principals.



"Guidance services in all schools should be extended to meet the needs of these youth," their report continues, advising the inclusion of such activities as:

1. Information about the opportunities offered in all branches of the armed forces.
2. The problems faced and the adjustments that must be made by the individual who will enter the armed forces.
3. The purposes and functions of the various branches of the armed forces.
4. Information concerning personnel needs and opportunities in defense production.
5. The nature of the present conflict.

A number of state and some local school systems have already begun the development of armed services orientation programs of this kind. Supplementary measures increasingly in use include releasing qualified teachers for part-time counseling, acquainting teacher-counselors with services in the community that can aid in adjustments, identifying students facing serious emotional problems, and directing them to the appropriate clinics.

Services in the armed forces can definitely contribute to one's future and should be accepted as one of the responsibilities of American Citizenship in the opinion of Lt. Commander R. B. Lowe, head of the School Relations Section of the U. S. Navy Recruiting

Service, who emphasizes that the navy does not consider it necessary for a student to change his basic preparation for his lifework just because he expects to serve in the military forces.

A similar position is taken by many informed educational leaders in Washington. Leonard M. Miller, Specialist in Counseling, Pupil Personnel, and Work Programs of the U. S. Office of Education, speaks of viewing being drafted as "not a matter of having two years of service interrupt a career but of having two years of service as a part of a career." He believes the soundest procedure is to encourage youth to plan as usual in terms of their ability the kind of lifework they want to follow and suggests that while developing their plans they review the opportunities for training in the armed services to see how these would fit in with their life goals.

"Particularly for young people who enter the armed forces after completion of secondary school the training received there in a very large percentage of instances may not be an interruption in their lifework at all, especially since all the armed services are trying to give further vocational training along the lines of each recruit's previous education and aptitudes," points out Raymond F. Howes, Staff Associate of the American Council on Education.

"An individual student," he continues, "is advancing the interests of his country as well as his own if he, to the extent possible under the deferment program available to him, times his military service so that it comes at a period when it will least interrupt his civilian career and when the knowledge he has gained in civilian educational institutions can be continued and made more effective in an assignment in the armed forces which will utilize these skills."

For example, he illustrates, a medical graduate who spends a year as an intern in a military hospital is giving service for which he is paid and at the same time advancing his civilian profession. Similarly, a graduate of a two-year technical institute who has specialized in a field such as radio or basic engineering is qualified for positions in the armed services where he can apply this training and obtain further education in his chosen vocation during his military duty so that he will be better fitted for a civilian career later on.

Orientation Aids

To supply basic information and assist in counseling students in regard to educational and vocational planning and orientation to military service, certain types of materials are now available or forthcoming from government agencies.

Publications

The Department of Defense is preparing in co-operation with the U. S. Office of Education an informative booklet covering educational and career opportunities in all branches of the armed forces. This publication will contain a bibliography of useful materials and will discuss such matters as induction procedures, off-

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Teaching is a Man's Job

J. R. Shannon *

"You have just the qualifications we want in the teacher we employ for this position; it is fortunate to have you available in case we have to use you. You see, there is one objection to you: you are a man." This, despite the fact that only six of the 35 teachers already employed in the elementary school corporation in central California were men. It was an eight-year school which had grown so fast since September that a thirty-sixth teacher had to be added for the second semester. "I'll keep your application on file and your case in mind if it proves that we can't get a woman for this seventh-grade position."

A Calloused Community

The particular corporation was a suburban one at the outskirts of a city, just far enough out in the periphery to catch the residue *hoi polloi*—migratory farm laborers, Mexicans, Negroes, Okies, Arkies, illiterates—whom a saber-toothed culture had forced from the desirable residential sections of the metropolitan area.

According to the Declaration of Independence and the traditional American theory of democracy (on paper), all men are created equal. Perhaps in the sight of God they are in fact; but they are not equal in fact in any typical American community. Why they are not, is neither here nor there; the fact is they are not. Without a doubt, much of the difference between the so-called fortunate and unfortunate peoples in our society is due to no fault of the unfortunate. They may have been pushed around, discriminated against, deprived of opportunities, victimized in a variety of ways, as contributing factors toward developing in them feelings of resentment, inferiority, indifference, or callousness. Maybe some people built of sterner stuff can surmount obstacles of an unkind environment and grow to become respected leaders in a respectable society, but such cases are few. Most underlings remain underlings.

A sizable block of the pupils in the suburban elementary school corporation of central California were from families of the less fortunate. Some of them were rough, tough characters. None were irredeemably lost souls, but several were so casehardened that they could not be reconditioned and salvaged in ten easy lessons or a few kind

words. As Amiel observed, "... a child only respects strength," and sometimes that strength must be more objective than strength of character and will.

Some months before the principal of the suburban school discouraged the candidacy of a man—and he was a man, too, one of the most masculine and virile type—for a teaching position in the corporation, another man in the same school had serious trouble with an obstreperous lad. According to the statement of the male teacher in court, where he eventually vindicated himself, he had reprimanded the lad for some mild misdemeanor, and the boy seized a book to strike him. Thereupon, the teacher grabbed the boy by the collar and ejected him unceremoniously from the room. In doing so, he accidentally struck the boy's head against a doorcase, bruising him near the eye. Although the teacher won in court when the boy's father sued, and although the board of school trustees stood by the teacher during the trial, the principal decided men teachers were too much of a risk.

What is a teacher to do when a rebellious pupil resorts to violence? The story of the salesman of Watkins Products offers the best answer. The salesman, assuming he was engaged in a legitimate pursuit, started to enter a barnyard to describe his wares to a farmer, but when he opened the gate, a huge dog rushed at him with teeth bared for action. The farmer haplessly had left a pitchfork near the gate, and the salesman thrust it in time to defend himself. "Take the other end; take the other end!" screamed the farmer, hoping to save his dog from injury. "I'll take the other end whenever the dog starts coming at me with the other end!"

A Hoosier Example

Rex Harvey was teaching his first school at Sugar Ridge Township High School in the early '30's. During the last period in the daily schedule one late September afternoon, a boy, whom Rex had reproofed modestly, applied to his teacher the complimentary Truman *sobriquet*, but was not so restrained as to limit himself to the initial letters of the popular term of denunciation. He even embellished the appellation with some impressive modifiers. Being less self-possessed than a columnist Rex reacted promptly and vigorously in a way which left the young ruffian staggering and aghast.

Indiana is the only state in the Union which has one-man school boards. The system has many disadvantages, but it has at least one advantage: the board is always in session. Therefore, when Rex hotfooted to the home of the township trustee as soon as school closed, he found "the board" ready to meet him.

Mr. Stuart listened silently while Rex told the full story of what had led up to his strong-arm therapy and of how he had administered the treatment, and then surprised the anxious teacher with his comment: "Bad news, as well as good news, travels fast in rural communities. I had heard the whole story before you called, and I listened to it again to see whether the two reports agreed. I am glad you came to see me, Mr. Harvey, and that you did what you did. If you had not done what you did, I'd have asked for your resignation."

Kindness Plus Strength

In justice to Henri Frederic Amiel, and to the issue involved, the few words quoted above from Amiel should be supplemented by a fuller context from his *Journal*:

The child must discover in us no passion, no weakness of which he can make use; he must feel himself powerless to deceive or to trouble us; then he will recognize in us his natural superiors, and he will attach a special value to our kindness, because he will respect it. The child who can rouse in us anger, or impatience, or excitement, feels himself stronger than we, and a child only respects strength.

Amiel was speaking of the father and the mother, but his ideas apply equally well to teachers. It sometimes happens, however, that "strength" must be manifested in other ways besides kindness and self-control. In fact, if one has "strength" he will not show "passion . . . anger, or impatience, or excitement." It is a common fallacy to assume that one can impose corporal punishment only when impassioned with anger.

The idealistic pattern extolled by the Swiss philosopher will fit more than ninety per cent of America's schools and a still higher percentage of its school pupils, but an occasional community—and an occasional pupil in any community—demands something more primitive. The corporation which will not permit the use of measures essential for the purpose is unrealistic. The teacher who will not or cannot use such measures when necessary is not only un-

*Sacramento State College, Sacramento, Calif.

realistic; he is derelict to his duty, if not downright pantywaist.

A Final Example

When John Sherman assumed the principalship of the elementary and high school at Ellettsville, he had taught five years, and had met no disciplinary problems which he could not handle à la Amiel. He even parroted Amiel's dogma as infallible. He was aware that every principal had been run out since Jonathan Ray 25 years earlier. "But surely these men were not 'strong,'" he rationalized. "Surely Jonathan Ray was a boor to maintain control through brute force." He knew his immediate predecessor had been beaten and kicked downstairs by an enraged high school boy, "But, surely, the man was not tactful and did not understand adolescents." However, when John Sherman had it driven through his head by the leading woman of the community and the biggest and brightest boy in high school that he would soon be joining the procession of past principals if he did not emulate Jonathan Ray, he learned to be a man in time to salvage the situation and to become the first principal in a quarter of a century to get a second contract — and at a substantial increase in salary — so that he could succeed by more civil methods after he had once demonstrated that he could succeed by the more primitive sort.

So What?

Leaders in education have stressed the theme that teaching is a man's job. They have encouraged men to enter the profession and have admonished administrators to employ more men in the elementary and secondary schools. When, therefore, they find a principal discriminating against men, with the ratio of women to men in his school six to one, some leaders feel a dull-pressure sensation in the viscera, but the more choleric ones feel the hair on the backs of their necks start to bristle.

Teaching is a man's job, timorous administrators notwithstanding. And when we say *men*, we mean MEN in capital letters. Strong men — strong in character, strong in will, strong in understanding and sympathy and kindness and self-control, and, when it becomes necessary, strong in physical force and stamina.

America is reaping the harvest of its folly: a generation of unspanked brats. Some soft-spined pseudo psychologists have given comfort to several shilly-shally parents, claiming scientific support for "not producing inhibitions in Junior by frustrating his personality through corporal punishment," thereby encouraging habits of insubordination in Junior, utterly regardless of the rights of friends and neighbors over whom he romps roughshod. Everybody else must suffer but Junior — now! Eventually, it will have to be the civil authorities who

"interfere" and "frustrate" the undisciplined youngun. In the meantime, to the multitude of others who must suffer! And in the long run, to the humiliation for the misguided parents! Is it any wonder that America is experiencing an unprecedented wave of juvenile crime?

Some state laws prohibit the use of corporal punishment in school. Any school board can impose such prohibition any time it wishes, and many have done so. But it is a mistake. To be sure, teachers should not — and normally will not — use force except as a last resort, and that last

resort should not be denied them. It is needed often enough to justify its retention. If school administrators are in the classrooms supervising instruction, and not sitting in swivel chairs in their offices, they will be in position to counsel with teachers, to know when corporal punishment is justifiable and when it is not, and to serve as a medium between the school board and the teachers to make sure that a flock of rough-necks are not running rampant in the schools, be the rough term applied to either some undisciplined pupils or to some incompetent teachers.

Why Pupils Leave School

Virgil Stinebaugh*

Pupils leave school because the school represents duty, responsibility, effort, a challenge, and the discipline of living up to one's best.

In this respect the youth who leaves school is merely following in the steps of those adults who run away from personal responsibility, refuse to face problems, try to evade work, and limit their potentialities in life by being satisfied with lesser accomplishments.

The most important single factor affecting continued school attendance is the aspiration of an individual to improve himself. Without this urge and desire, school experience would be of little value and consequence. Therefore, the problem of "early leavers" is more involved than the matter of school attendance. Basically, it is the problem of challenging youth to develop their talents by utilizing fully their opportunities for learning.

In this connection the attitude and influence of the parents and the people in the neighborhood are very important. Unless learning and schooling are held in great favor by citizens generally the painstaking efforts of the school staff to encourage pupils to remain in school cannot be entirely effective.

Early Leaver a Liability

Parents, teachers, and the adult friends of youth can appeal to their imagination and project their outlook on life by helping them (1) to realize the potential power of knowledge and technical skills, and (2) to recognize the significance of school attendance in achieving this end.

A pupil is likely to remain in school in so far as he, himself, really intends to complete high school and in the degree to which he feels from his home, his school, and his

community a steady pressure to realize his expectations. Except under extenuating circumstances an early leaver must be regarded as a truant, an ingrate, and a potential liability to the community. In any eventuality he must bear the odium of one who "put his hand to the plough and looked back."

Having committed himself to a continuing school career until graduation from high school, the next important consideration is getting a good start. "A job well begun is half done." School success is determined in a large measure by the pupil's attitude toward school, by his relations with his peers and his teachers. For this reason, proper welcoming and orientation procedures for new pupils are very important.

Every pupil should *know his school* — its policies, its program of learning activities, its organization, and its available services. Likewise, the school staff should *know every pupil* — his interests, capacities, school background, and learning potentialities. This informational background and mutual understanding should pave the way for wholehearted, enthusiastic participation in school activities on the part of the pupil. What the pupil is willing to undertake is an important determining factor in his ultimate success. A "sense of belonging" is developed by participation in the activities of the group.

Individual Program for Individual Boy

Appropriate learning activities should be selected according to the learner's interests, aptitudes, and capacities. The school staff can help to plan a "tailored program" for each, suited to the learner's abilities and in terms of his recognized needs and expressed interests. Voluntary membership in school

(Concluded on page 87)

*Retired Superintendent of Schools, Indianapolis, Ind.



The Central School with its dignified main entrance, at Eighth and Spring Streets, is a genuine addition to the civic buildings of Michigan City. The classroom wing extends 280 feet along Spring Street. — Boyd E. Phelps, Inc., Architects, Michigan City, Indiana. (Bodine Studio Photo)

New Central Elementary School Michigan City, Indiana

Boyd E. Phelps, Inc., Architects M. L. Knapp, Superintendent

Like a great many other school buildings of the past few years our new Central elementary school underwent a number of changes and revisions between the inception of the educational planning and the final completion of the construction.

Early in 1940 the Michigan City Board of School Trustees formulated a plan to replace four elementary buildings within the next five-year period. Two of the new buildings were completed in 1941; the second was dedicated on a memorable Sunday, December 7, 1941. While plans were already being placed on the drawing boards for the next new building, the Central School, conditions indicated that actual construction might be long delayed. The plans were completed, however, in 1942, to be ready and available when the opportunity to build arrived. Based on labor and material costs of

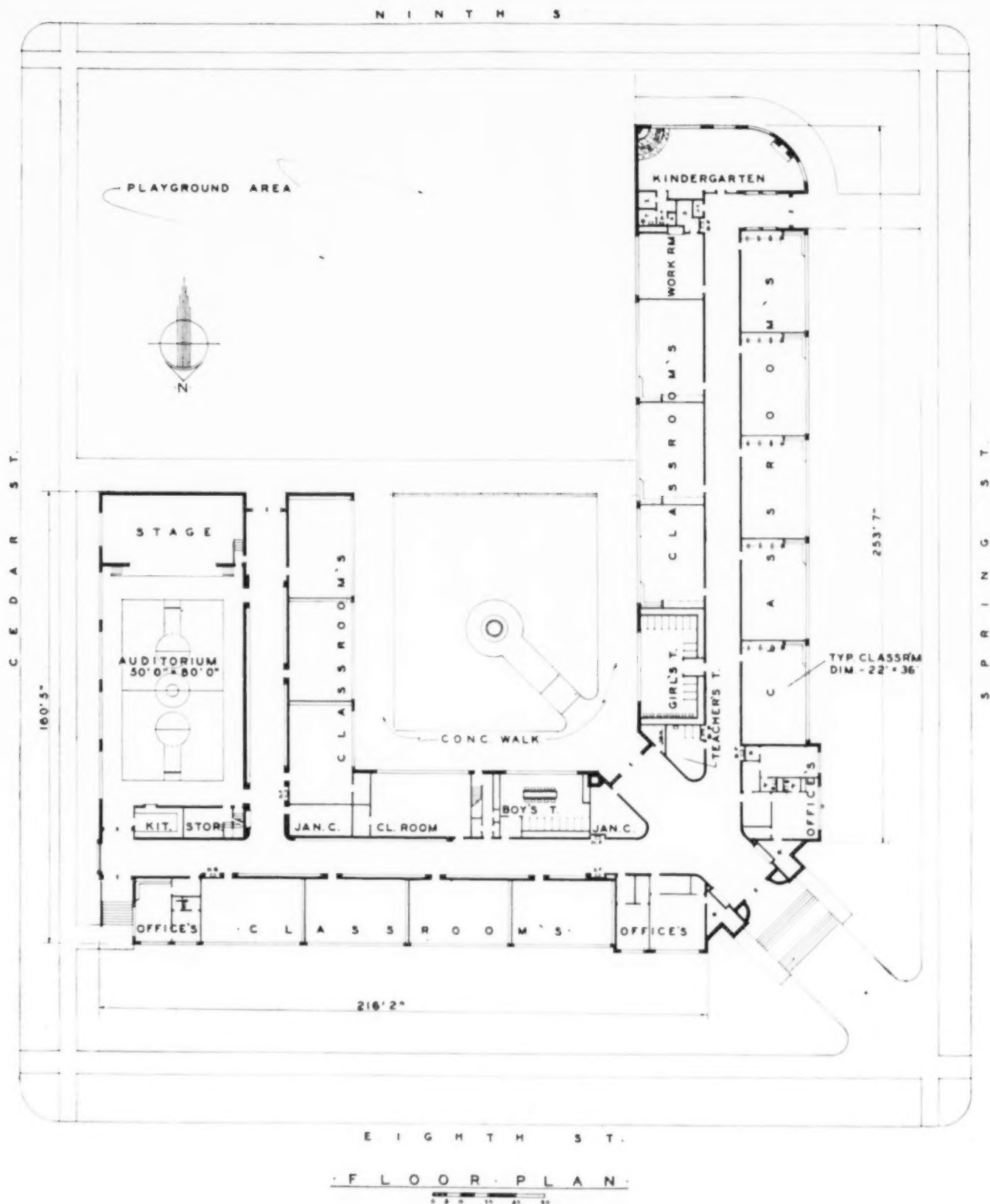
1941-42 the original plans called for a building containing 16 classrooms, a workroom, a combination nurse-teacher room, four offices, four janitor supply and maintenance rooms, one teachers room, and two student toilet rooms, and an auditorium-gymnasium — all to be constructed at an estimated cost of \$235,000.

The plans were projected in terms of the local functional educational program, employing a unit-activity type of instruction, and were the result of a co-operative effort on the part of the architects, members of the Board of School Trustees, and members of the teaching, supervisory, and building and grounds staffs.

In 1948 when conditions seemed to indicate greater availability of materials and labor, building estimates were requested from a num-

ber of firms interested in the construction of the new building, and a summary of these bids showed a total slightly in excess of \$700,000. Since our bonding leeway under the Indiana Two Per Cent law was only \$580,000 we were faced not only with the postponement of a badly needed building but with the task of revising plans to reduce costs and at the same time to provide at least some additional space for rapidly increasing enrollment.

The original plans had called for radiant heating in the primary wing containing eight classrooms and for directional glass block above the ceramic glazed tile in all corridors. The revised plans eliminated the glass block from the corridors and the radiant heating from all rooms except the kindergarten. While a number of other revisions had to be made these were the two major ones. At the same



*Floor Plan, Central School, Michigan City, Indiana. — Boyd E. Phelps, Inc.,
Architects, Michigan City, Indiana.*

time an additional classroom was planned to take the place of some closet and storage spaces.

In the spring of 1949 it was felt that it was an auspicious time to seek bids, so estimates were asked on the revised plans and received June 13, 1949. These bids were quite

gratifying in that the four major or prime contract bids as accepted were — general contract by SLAB Construction Company of South Bend, \$363,815; heating and plumbing by Gary Heating and Plumbing Co. of Gary, \$74,397; electric wiring and lighting by Wright Electric Company of Michigan City, \$34,950;

and the roof deck and roof by the Tri-City Roofing and Sheet Metal Works of Whiting, \$28,570. The total was slightly over \$500,000, well within our bonding limit so we were able to start work early in July of 1949.

Since it was necessary to house the 480 pupils enrolled in the old school building



A primary room set up for group study. The wardrobes and built-in bookcases, storage cases, and a work bench are at the farther end of the room.

while the new one was being built on the same site the plans called for a somewhat U-shaped building in which the two major wings could be constructed before tearing away a portion of the old building for the third wing. As soon as the two wings were completed, pupils were transferred to the 14 classrooms and workshop thus provided while the remaining wing containing the auditorium-gymnasium and three classrooms was constructed. Work was completed in early December, 1950.

The School City feels that it has been exceedingly fortunate in acquiring a new, modern, well-constructed building at the low cost of about 70 cents per cubic foot or, including all costs—except financing—such as engineers, legal, landscaping and surfacing grounds, etc., a total of \$565,000—at 79 cents per cubic foot. The \$500,000 bond issue was sold at 1 $\frac{3}{4}$ cents interest rate with a premium of \$9,024.

The Michigan City schools are organized on a kindergarten, 6-3-3 basis so only the kindergarten and first six grades are housed in the elementary buildings. Since the kindergarten children have their first contacts with school at five years of age and this is their first break from the home circle, it is important that the school environment be vitally interesting, attractive, and challenging. A visit to the Central kindergarten rooms will reveal the care that has been taken to provide a good start for each new child. The facilities are quite self-contained—wardrobes, toilets, drinking fountain, toy storage bins, tables, and chairs, etc., are appropriate in size and within easy access. The wonders in the growth of plant and aquatic life may be experienced by these youngsters in their "aquatic garden." The nursery rhymes come to life in the linoleum inlays, and the

fireplace nook furnishes a desirable background for cozy group experiences.

Since the learning process, especially for young children, involves the "doing" of things as much as "learning about" things, it is necessary to provide classrooms that are commodious for use and storage of materials and

that at the same time are attractive and healthful. All classrooms in this building are at least 36 feet long by 22 feet wide. Rooms occupied by grades one, two, and three have built wardrobes while pupils in grades four, five, and six have wardrobes recessed in the walls of the main corridors adjacent to the rooms.



The main kindergarten room measures 54 by 24 feet and has adjoining storage and lavatory facilities. Logs are burned in the fireplace in cold weather.



The auditorium-gymnasium is truly an all-purpose room which serves both the children and the adult community.

A maximum of natural light is provided in all classrooms by means of 30-inch panels of clear glass surmounted by 5 feet 3 inches of directional glass block which project the light rays to the ceiling and upper inside walls. These provisions for light are supplemented by three rows of fluorescent light fixtures in each classroom, operating in relays and providing approximately 35 foot-candles of light at desk height. Additional provisions have been made to conserve eyesight and yet make a very attractive room. Leaf green chalk and tack boards are used as providing greatest visibility with least eyestrain, and green tinted plaster walls in those rooms with direct sun-

light exposure absorb and soften light to minimize glare. In the north wing where there is no direct sunlight the plaster is buff to better reflect the light. Blond, movable, unit-type furniture over green linoleum flooring emphasizes still further good light reflection. The light acoustical tile ceilings provide not only excellent light reflecting qualities but also conditions of quiet so that calm, conversational tones may be heard clearly in all parts of the room. An adequate supply of heat and also fresh air are provided by unit ventilators in each room.

The total square footage of floors, including the basement, equals 35,470 square feet and

the building contains 712,700 cubic feet. Floor to ceiling heights of classrooms are 12 feet; floor to ceiling height of the auditorium is 20 feet. The auditorium seats 500 persons by means of folding chairs and accommodates 300 on roll-away bleachers for basketball games. In rooms at the rear of the auditorium are storage space for chairs, a projection booth, and a completely equipped unit kitchen for preparing food for small groups. A well-lighted and equipped stage 50 by 30 ft. provides opportunity for school dramatics and group programs.

Specific descriptive data:

Exterior Walls: Exterior walls are faced with



(Left) East half of kindergarten showing corner devoted to aquatic and plant life. Waterpool fed by continuously running water has five foot radius and is surrounded by stone walk-way which is flanked by planting space two inches wide. Enclosed by decorative picket fence and gates. Door opens into rooms for storage of toys, lavatory and closet space. (Right) View of the primary room showing the chalkboard, display boards, and fluorescent lighting.

a rough texture, buff, fire clay brick, trimmed with Indiana limestone and backed up with lightweight concrete blocks.

Interior Walls: Foundation walls are of reinforced concrete in some locations and of concrete block in other locations. Room partition walls on first floor are of lightweight concrete block or glazed tile.

Floors: All floors on the first floor, other than the auditorium, stage, kindergarten and classrooms, consist of steel bar joists supporting a 2-inch reinforced concrete subfloor, finished with $\frac{3}{4}$ -inch thickness of magnesite flooring with granite chip top. All floors, other than the kindergarten, are constructed over a basement or over a 3-foot height crawl space for the width of the building to afford inspection and maintenance of steam and water piping.

The kindergarten floor consists of a double thickness concrete subfloor, waterproofed and dampproofed between the two layers of concrete. This floor also encloses sufficient radiant heating to keep the floor warm at all times. The kindergarten floor and all other classroom floors are finished with battleship linoleum.

Auditorium and stage floors consist of common wood floor secured to the top of supporting steel bar joists and finished with maple strip flooring.

Roof: The roof is supported by steel bar joists. The roof deck consists of 1 $\frac{3}{4}$ inch thick cement board secured to bar joists by means of galvanized clips. The roof is a 20 year bonded built-up roof. Base flashing of 60 lb. felt and through-the-wall counterflashing of 16 oz. copper secure and protect the roof and adjacent parapet wall.

Doors and Windows: Main doors are of aluminum, other exterior doors are of steel. All interior doors on first floor are of hollow core construction and finished in birch veneer. All door frames in building are of metal.

Windows consist of an upper panel of light directional glass block and a ventilating lower panel of clear glass. Lower panels of clear glass include aluminum frames.

Interior Wall Finish: The upper portion of walls of classrooms, offices, corridors, and auditorium are finished with sand-finish tinted plaster. Lower portion of these walls is finished with ceramic glazed tile, including all necessary shapes, caps, bases, etc. Walls of toilet rooms are finished floor to ceiling with ceramic glazed tile.

Ceilings: Ceilings are constructed of metal lath and plaster, securely fastened to bottom of ceiling joists. Ceilings of all classrooms, offices, corridors, and auditorium are surfaced with acoustical tile cemented to the plaster ceiling.

Woodwork: The woodwork in classrooms, offices, kindergarten, and auditorium is of stained birch.

Plumbing and Heating: The piping required for both the plumbing and heating systems is accessible at all times since all areas of the first floor, with the exception of kindergarten, are raised above ground level to permit crawl space for maintenance of pipes.

The building is heated by an automatic vacuum steam system, involving oil fired boilers, unit ventilators and direct radiation.

In each classroom, a thermostatically operated unit ventilator provides heating and ventilation, introducing fresh air in the proper amount and building up the room pressure to expel the foul air out through a vent stack at the rear of each classroom, thence out through ventilators on the roof.

The auditorium is heated by large blowers utilizing fresh air and delivering this air to the room in a heated condition, the entire operation being thermostatically controlled.

In the corridors, toilets, teachers', principal's rooms and other smaller rooms, direct radiation has been installed.

The kindergarten floor is warmed by hot water



The main entrance is marked with dignified treatment of floor and lighting units.

circulating through pipes concealed in the concrete subfloor. The room itself is heated and ventilated by unit ventilators as used in the other classrooms.

Floors of classrooms for grades one to four inclusive are warmed by means of steam pipes placed immediately below the floors.

The entire heating system, other than the direct radiation, auditorium heating, and radiant heating, is operated by means of a control system employing a partial vacuum to produce steam at varying temperatures depending upon temperature range of outside air.

Electrical Work: Fluorescent lighting has been employed throughout the building with the exception of auditorium, storage spaces, toilets, janitors' rooms, stage, basement, and exterior fixtures. All fluorescent fixtures are of low brightness and instantaneous starting.

Each classroom is equipped with three rows of fluorescent fixtures parallel to the long dimension of the room. Each row contains five, 60-inch two-tube, 40-watt low brightness fixtures, which provide approximately 35 foot-candles of light at desk height. Each row of fixtures is connected end to end so as to form a continuous section.

Corridors are lighted with fluorescent fixtures in a single row in center of corridor ceiling. Each fixture is single tube, 40 watt, low brightness and spaced approximately eight feet from adjacent fixtures. Corridor units are equipped with baffles to diffuse light for the full width of the corridor.

Fixtures for auditorium consist of 500 watt recessed units covered with a wire guard.

An unusual feature of the electric work is the de-icing system installed in the steps and walk of the main entrance at Eighth and Spring Streets and the auditorium entrance at Eighth and Cedar Streets. Each of these entrances required several steps, and ice and snow on the steps and walk may present a dangerous situation. Electric cables have been embedded in the walks and steps of these entrances to prevent formation of ice. The energizing of the electric cables is controlled by a temperature control device mounted underneath the steps. A master switch is placed in the first floor corridor for the starting and stopping of the de-icing cycle. A pilot light near the master switch indicates whether or not the wires are being energized while being controlled by the temperature device.

SCHOOL BUILDING CONSTRUCTION

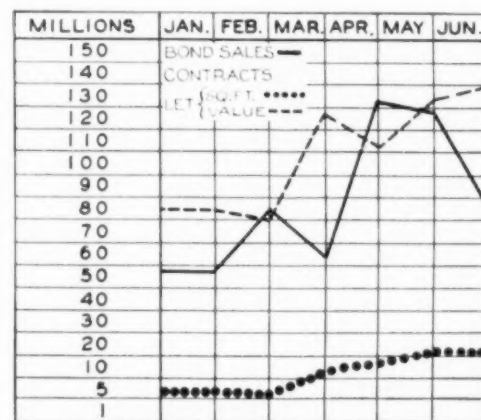
During the month of July, 1951, Dodge reported contracts let, in 37 states east of the Rocky Mountains, for 707 school buildings, at a total cost of \$150,090,000.

In 11 states west of the Rocky Mountains, contracts were let in July, 1951, for the construction of 45 school buildings to cost \$13,533,600. Seventeen further buildings were reported in preliminary stages to cost an estimated \$8,920,318.

SCHOOL BOND SALES

During the month of June, 1951, permanent school bonds were sold in the amount of \$78,786,750. The largest sales were made in California, \$6,394,500; Connecticut, \$4,990,000; Illinois, \$4,526,000; Missouri, \$6,597,000; Nebraska, \$6,450,000; New Jersey, \$4,580,700; New York, \$7,792,500; Ohio, \$4,508,500; and Texas, \$4,150,000.

As of July 1, the average yield of twenty bonds was 2.21 per cent.



School construction in 1951.



The pupils of the Wheat Ridge Elementary School, Wheat Ridge, Colorado, enjoy outdoor classroom areas adjoining each of the primary rooms.—Jo'n K. Monroe, Architect, Denver, Colorado.

A Fine School Building, and it Isn't Too Expensive *Paul C. Stevens**

Not long ago a man whom I greatly admire and respect came into my office. He can be difficult at times until he understands that the objectives of a proposed enterprise are constructive and beneficial—then he becomes its staunchest sponsor. He is frequently on the side of what Walter Lippmann has so aptly termed "the indispensable minority," but always with good reason. He is a watchdog for economy in public service, but equally wary for the maintenance of high educational standards. He serves us well and keeps us "on our toes."

"Thought I'd take up a little of your time in discussing this new elementary school building everybody's talking about," said this community leader. Receiving my assurance that this was one of my favorite topics, he continued, "I attended the dedication ceremonies and looked over the building. It's certainly a school we can be mighty proud of, but right now, when the community is growing so fast, wouldn't it have been better to have built more just plain schoolrooms instead of such a fancy, expensive building?"

I declared that if the latter part of his question were accurate, I would certainly agree with the former. However, his concept of the

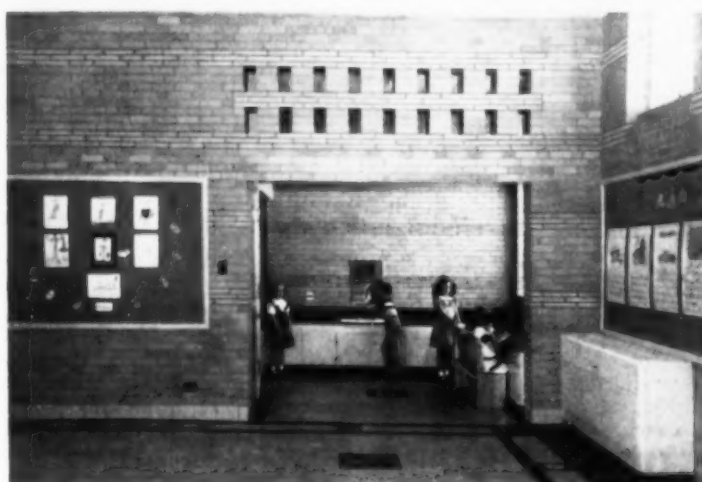
*Superintendent of Schools, Wheat Ridge, Colo.



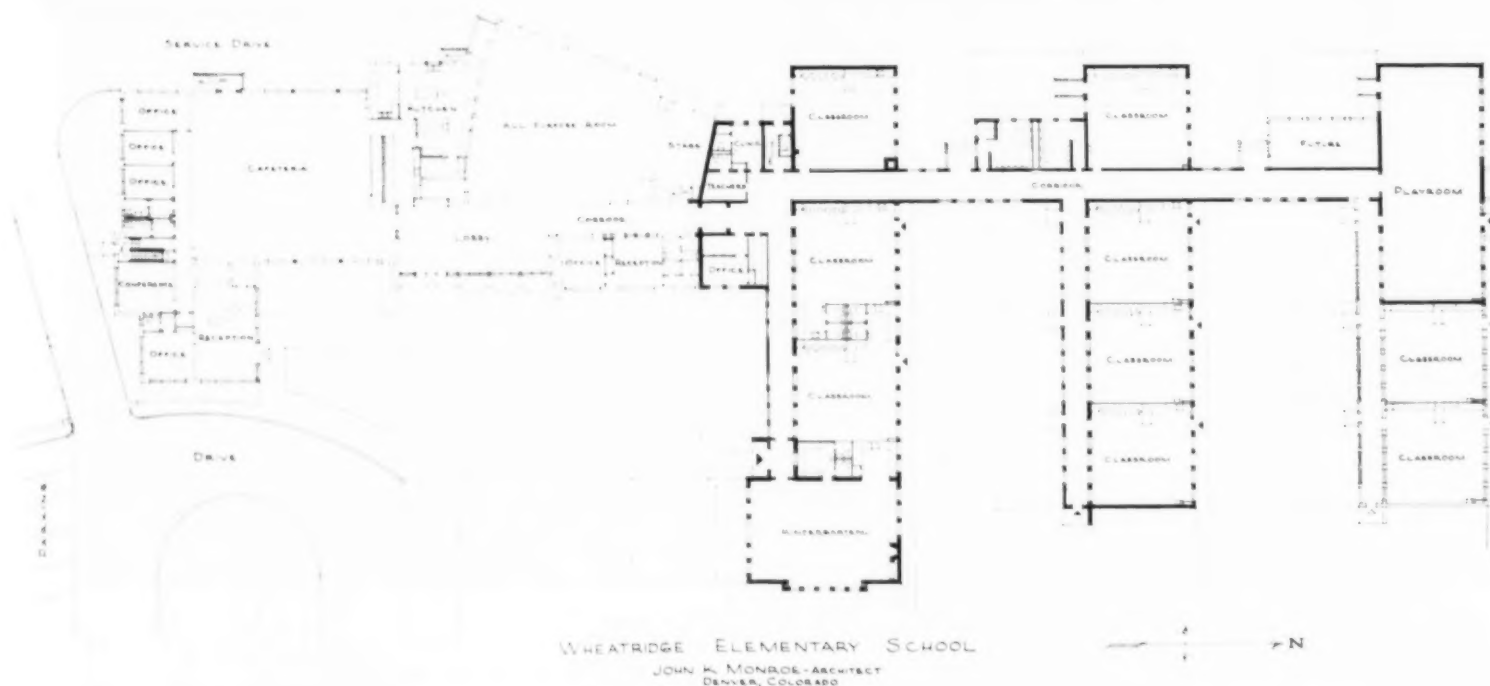
The superintendent and principal welcome the little ones to the first day's session in the new Wheat Ridge Elementary School.



Left: A typical built-in wardrobe which is in each classroom. Right: Each classroom has a corridor display cabinet and a sign including the teacher's name.



Left: The work corner in the kindergarten room showing the built-in cabinets and sink and the unique wall finish. Right: A typical classroom showing the work counter and cabinets, the north light windows, the unit ventilators, and the movable chair desks.





The Wheat Ridge Elementary School consists at present of three wings which may be enlarged when additional classroom space is needed.

situation was all wrong and I wanted to explain two points to set him straight. First, I told him, every feature of the new building characterized as "fancy" is strictly functional and directly related to an optimum education for the boys and girls of our community. Second, I had facts and figures to demonstrate that, considering time of construction and price indices, the new building is no more costly than any of the older ones.

We were talking about the new elementary school at Wheat Ridge, Colo., an outstanding example of a building designed to meet the requirements of a modern educational program.

"Come on, let me take you on a tour of this new building," I beseeched this interested citizen. "Your inspection at dedication time could be only hurried and superficial. Let me really explain the building to you. All good teachers and parents dream of a school like this — yet its cost is very moderate!"

I conducted the gentleman through the new building explaining to him that before a blueprint was drawn or a brick laid, the board of education, the school administrators, and the teachers conferred with the parents. Over a year before the contracts were let, this group had begun to consult construction experts, study model plans, visit new schools in the region, and investigate every possibility which would make the new Wheat Ridge elementary building exactly right for the community it was to serve. Population trends and transportation facilities were analyzed along with construction plans and costs, so that the new building would function with the maximum of efficiency, and yet allow for future expansion.

The accepted philosophy that children grow and learn best in situations closely resembling their homes where their growth can be directed by a sympathetic and understanding teacher,

has been made an integral part of the thinking of those who planned the Wheat Ridge elementary school. This type of school lends itself to the teaching of the fundamental subjects as well as the acquisition of experience in group living.

In each classroom, the teacher and student

become one natural unit, the center of all school activities and facilities. Units of work will develop freely within the classroom with the teacher as the guiding factor, although special teachers of art, physical education, instrumental and vocal music, will enter the group at regular intervals to augment the work of the classroom teacher.

The building is of the single-story type well suited to the elementary education program. Inside its attractive brick walls, square, roomy classrooms align themselves one beside the other, facing the soft northerly light. Each classroom has its own outside door leading to an outdoor class area. Even the halls are brightly lighted through glass walls, recessed at intervals for classroom exhibits.

Movable furniture provides opportunities for children to carry on individual projects apart from the main group. Child-high work areas and portable art and science tables also help the group centralize its activities in the classroom, thereby furthering the home-away-from-home atmosphere.

The chalk boards are an eye-appealing green set against a pastel green and terra-cotta decor. Drinking, washing, and toilet facilities adjoin each room as does a well-ventilated automatic wardrobe.

Far from the austere old-fashioned "school-room," the new kindergarten classroom is a small community within itself, with its own play area and access doors. Designed, as are the other rooms, for beauty, simplicity, and homelike atmosphere, the room's tiny tables, low chalk boards, tot-height worktables, individual toilets contiguous to the room, and panel heated floors encourage little pupils to make the transition from supervised play to organized learning among objects whose size they can comprehend. Every possible device from the homey fireplace to the animal designs set in the warm colored tile floors, has been carefully planned to make the beginning school



A corner in the kindergarten classroom which is equipped with radiant heat in the floor, acoustic tile ceiling, instant starting fluorescent lights, and tile and brick walls.



A typical classroom showing the unique wall finish of glazed tile and brick. Ceilings are acoustic tile.

child feel "at home" in his first year at school.

Stormy weather holds no terror for modern school children or teachers because built within the new school is an inside playroom. Here is equipment for supervised play periods, stagecraft and dramatic production activities, or small school programs. Audio-visual education may take place here as well as in the adjacent corridor where facilities have been made available for this important method of learning.

The compact health clinic next to the administrative offices is the nucleus of the health program. The clinic itself serves as infirmary and first-aid center. Here the school nurse teaches children how to live hygienically and healthfully. Here, too, are given the annual health examination and the immunizations.

Each classroom has in effect its own library in the form of a movable bookrack which can be returned periodically to the central book storage room for exchange and renewal. In this way each class teacher can supplement her projects with appropriate reference books, and students can supply their own individual reading needs without leaving the classroom.

Adjoining the south of each classroom is a 30 by 50-ft. segregated area for play and extended class projects. Activities lending themselves to the out-of-doors may be carried on under blue Colorado skies by simply moving portable classroom equipment a few feet. Kindergarten and primary projects may be carried on here in good weather, giving the children the added value of fresh air.

(Concluded on page 90)



Typical primary room looking toward the work area. The room is fitted with movable chairs and desks, built-in cabinets, a drinking fountain, and sink. Toilets adjoin the room.



A game in progress showing the west stand, the press box and announcers' booth, and the ticket office back of the tower at left.

The Whole Town Enjoys —

Pueblo Public Schools Stadium

Herbert Foster

A \$300,000 bowl type stadium, seating 9000 persons, for \$216,000 —

This is being accomplished by Pueblo, Colo., Public School District 60 under the skillful direction of C. F. Haaff, the district's supervisor of buildings and grounds, and through the generous co-operation of local business firms, industries, material dealers, craftsmen, and school patrons.

Used for the first time during the 1950 football season, the partially completed stadium cost \$190,000. The addition of dressing rooms, costing \$20,000, and two permanent concession stands, costing \$6,000, is needed to complete the plant.

While the stadium is not as large as the one at the University of Colorado, from the standpoint of seating arrangement and general design, the Pueblo stadium has been proclaimed by coaches and school officials as the best in the state.

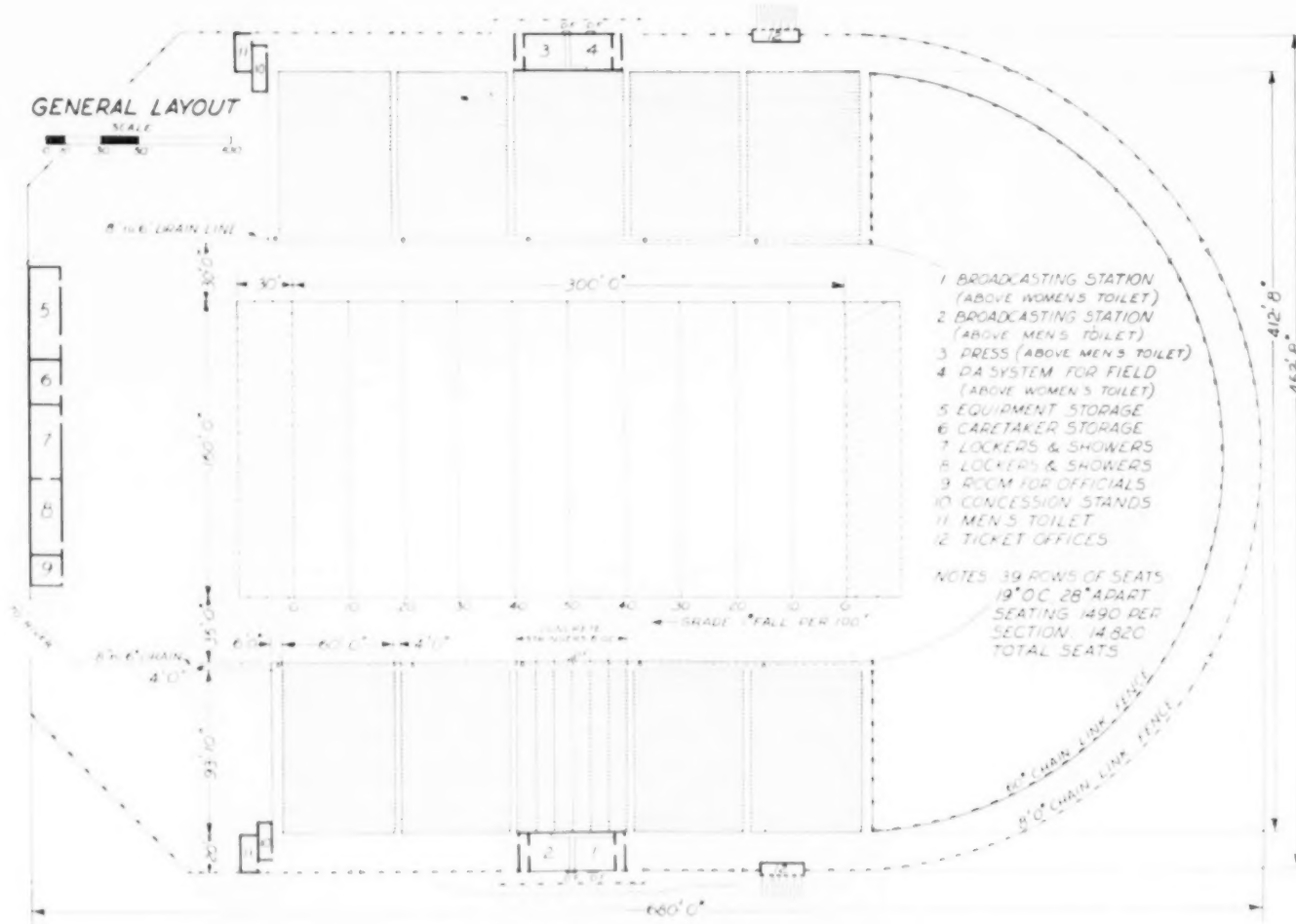
Using the school shop facilities not only has given the high school students practical experience but has helped to hold costs down.



Night games are played with complete comfort for players and spectators.



Air View of the Pueblo, Colorado, Public Schools Stadium. The view, taken shortly before the final completion of the grounds, shows seats in place for 8000 spectators. There is room for 21,000 additional seats.



General Layout of the Pueblo, Colorado, Public Schools Stadium showing the ultimate seating arrangement, the running tracks and the fieldhouse.



The west stadium seating 5000 persons, showing reinforced concrete press box and announcers' rooms. Lights at left lowered between games to relieve tension on towers and cables.

according to Mr. Haaff, who also was able to cut the price by using materials on hand and those salvaged from school remodeling and rebuilding operations.

Conference games of the southern Colorado steel manufacturing city's two high school football teams were played on the field during the 1950 season. Until the dressing rooms are built at the stadium, players will dress at the high school gymnasiums.

Previously the high school games were played at two smaller and inadequate fields which served the Central and Centennial High Schools before the city's two school districts were consolidated. These fields will remain in use as practice grounds and will be available for elementary school physical education programs.

The Pueblo Junior College uses the new stadium for conference football games, paying a rental fee to the school district.

A running track borders the gridiron, and the field will be used for track meets. In the near future it may be necessary to hold commencement exercises in the stadium. With high school enrollment increasing yearly, the only large auditorium in the city (population 77,033 in 1950) will be inadequate.

Need for additional seats was demonstrated when the local high school teams clashed in the stadium for the first time. The 8000 seats were filled and 500 more spectators paid for standing room. Other fans made no attempt to witness the intracity classic when they were unable to obtain reserved seats. The board of education has authorized the immediate building of 1000 more seats, and the cost is included in the \$190,000 expenditure.

Present facilities at the lighted field, in addition to the 8000 seats arranged in parabolic curves on a concrete base, include ticket offices on each side of the stadium and two-story buildings on opposite rims of the bowl, housing rest rooms on the ground floor and press, radio, and public-address system rooms on the second floor. Provision is made for

photographers to work from the top of the two press boxes.

The fund to build the dressing and officials' rooms was started when the football used in the intracity contest was auctioned for \$150. Other fund-raising plans will be employed to assure an early start on construction.

The present seats are at the center on each side of the field. There are seats for 5000 on the west side, the section reserved for townsmen and visiting spectators. On the east side, the local students' section, there are seats for 3000.

The stadium site, adjacent to a residential district, was purchased in January, 1948, for \$6,000. The tract was bisected by a ravine, leading to the Arkansas River bottoms. The county highway department was granted permission to remove rock and gravel from the land, and in return left 1000 tons of gravel. Most of this was used later in the asphalt mix to pave a 400-car parking area.

The task of scooping out the bowl started early in 1949, initial work being done with caterpillar type earth movers. The dirt was used to fill areas surrounding the stadium site.



C. F. Haaff

The unsuspected existence of a solid shale stratum, 15 feet thick at its deepest edge and tapering off to a few inches, presented the only major construction obstacle. The shale was encountered in the southeast corner and had to be blasted. This delayed construction and added an un-

expected \$30,000 to the cost of the project.

The excavation of 230,000 yards of earth was followed by the pouring of reinforced concrete stringers to support the seats and the concrete facing. Two sets of metal-lined forms were built and used in the pouring of the 55 stringers that carry 39 rows of seats on each side of the bowl. Each of the stringers is more than 100 feet long. They are spaced 6 feet apart in the seat sections, and 4 feet at the aisles.

One form was placed and filled, and while the concrete was curing the second form was prepared for the pouring. The stringers are supported by concrete piers extending several feet into the ground. Six yards of concrete were required to cast each stringer and its supporting piers in a monolithic pour, and the entire cost per stringer was \$250. Risers atop the stringer vary in height from 9 to 13 inches to achieve the parabolic effect, assuring each spectator a clear view of the field.

Brackets to which the seat boards are bolted were set in the concrete, held in position by wooden arms until the concrete set. The use of the arms—a hundred were turned out in the school woodworking shop—assured the proper height and alignment of the brackets.

After the stringers were completed, facing the dirt bank between them started. On the west side 600 precast and reinforced slabs were used. The stringers also support these slabs that were grouted in place as they were set in position. Extra concrete steps were built in the aisles when the seat risers exceeded 10 inches.

Four hundred slabs were used on the east side. Then forms were built, and the concrete was poured directly on the dirt to complete the section. This was found to be more satisfactory than using 900-pound slabs that would be difficult to handle on the sloping bank. Experience revealed that a high degree of exactness in forming and pouring was necessary to make the pre-cast slabs fit satisfactorily when placed on the stringers. Sixteen hundred cubic yards of ready-mixed concrete was used in the entire project.

Three 2 by 4's, spaced about an inch apart, make the seats. These redwood timbers are bolted to the seat brackets and reinforced by angle-iron seat division strips, also bolted into place. The number of each seat is burned into the wood. Lumber for the seats totaled 25,000 board feet and cost \$5,066.

The 2200 seat brackets, made of flat and angle steel, were turned out in the high school welding shop under the supervision of Bert Evans, the instructor. Seat division strips are a product of the school welding and machine shops, rods for the stud bolts being threaded on lathes and the angles drilled in the latter department, in charge of John Tech.

The seat division strips not only serve to distribute the load over the 2 by 4's, but designate the space for each spectator. Because these brackets extend above the seat surface it is impossible for more than the intended number of spectators to occupy any section comfortably. The brackets are staggered so that no person sits directly in front of another.

Turning out the seat fixtures gave industrial-arts students an idea of modern shop production methods. A rivalry developed between groups and classes, each striving to exceed the best production record of the other.

All structures at the stadium are built of reinforced concrete. This type of construction was chosen because it is believed to offer the

The American **School Board Journal**

William C. Bruce, *Editor*

FOR BETTER NONTEACHING SERVICE

PUBLIC school executives have given a vast amount of attention to the in-service training of teachers, and the work done has been effective in raising the quality of instruction as well as the professional standards of all schoolwork.

Educational administrators have considered the importance of developing a sound philosophy as a part of the equipment of every teacher, of helping him master the great complexity of subject matter to be taught, of developing effective instructional techniques, class management, and finally, of assuming a critical attitude toward himself, his work, and its outcomes. The whole effort has sought to better the education of boys and girls.

While much has been said about the educational contribution of the nonteaching staff to the work of the schools, their work has been considered generally by the educator to be so simple and so secondary in importance that little time has been given to the in-service training of janitors and school engineers, clerk assistants in the schools, and clerical and accounting staffs in the school board offices. No one has particularly considered it of major importance to assure the better personal and social welfare of the nonteaching staff. Some progress has been made in applying civil service principles to the first employment of engineers and janitorial staffs and clerical help, but with the exception of a few cities and state colleges, nothing has been done for the in-service training of these people, or for their promotion to a better type of work. The most primitive standards have been used for judging the efficiency of these people, and the official attitude, particularly in the middle-size and smaller communities, is one of letting well enough alone.

It would seem that the school-business executives, under the inspiration of the superintendents of schools, should take a more definite interest in nonteaching personnel, first, for the purpose of obtaining better efficiency and economy in all school service; and second for the purpose of developing greater permanence and loyalty through active betterment of the individual welfare of the men and women on the

staffs. If we believe in democracy the attitude of professional superiority toward the nonteaching staffs deserves a second thought and correction.

— And Better Executives

THE training and improvement in efficiency of men and women who hold executive positions on the school-business staffs of city and town school systems has come almost entirely from the men and women themselves. The fight for giving these positions the character of a life career work, has come only rarely from the professional elements in the schools and from the school boards; it has been almost entirely an enterprise of the school-business officers, the secretaries, the accountants, the purchasing agents, and the building-management executives. Through their national and local organizations, they have improved their own professional efficiency and have thereby compelled recognition of their importance on the executive staff. A few universities have done some work in workshops and courses in school-business management. The men on the college level who have been engaged in this type of instruction can all be counted on the fingers of two hands. There is not a state department in the country that has carried a definite program for raising the standards of the business executives. The most that has been done has been to make a member of the state office staff available to explain new laws, and to give some help in accounting, financial procedures, and building construction.

In contrast to the negative policy of school boards, industry and business has not been careless in improving its executives. The American Management Association annually holds workshops for industrial executives and these are regularly overcrowded. Leading corporations too have programs for the training of their secondary executives and have used carefully developed devices for providing inspiration as well as direct informational help to better the service of their top staffs. We need similar programs in public school administration.

NEVER-ENDING TASK

COMMISSIONER of Education Lewis A. Wilson reports that the number of school districts in New York State has dropped from 9457 in 1931 to 3929 in 1951. Eighty five per cent of the State is now centralized.

Illinois, Missouri, Wisconsin, Iowa, and other central states are now in the midst of campaigns which promise to produce results as impressive as those in New York

where the Central school, as the accepted form of rural school organization, is providing educational, community, and economic advantages not dreamed of in the days of the one-room school district.

The work of adapting rural school districts to the local needs and opportunities is the never ending task. Changes are taking place constantly in the population of rural areas, in their social and economic status, in means of transportation and communication, in trading areas, etc. The school district cannot be static if it is to give the service for which the public schools are responsible.

SCHOOLS AND PROPERTY TAXES

SOME commentators on school finance seem to regret the fact that local property taxes still provide 53 per cent of all school costs. Their comments overlook the fact that the property tax is the soundest, most desirable, and in times of depression, the last to drop in amount and rate of all taxes now available for local and state school levies.

The critics of property taxes point out that assessment rates are uneven and unscientific, that property in many communities is overtaxed, and levies cannot readily be raised. The fault here is not with the tax as such, but with its current administration, which has been subjected to reform in at least half the states and should be universally improved.

There are good reasons for the schools to be content with property taxes at least until the whole national and state tax structure is revised and means are made available for stopping the federal trend to monopolize all tax sources to the point of drying up local and state incomes.

ASPECTS OF POLITICS

THE code of ethics, adopted by the Iowa State School Boards Association contains these cogent sentences:

I will not "play politics" nor consider a position on the school board as a steppingstone to political power. I will not buy for personal use at "school" prices. I will not use the schools or any part of the school program for my own personal advantage or for the advantage of my friends or supporters. I will make no effort to secure a school position in my district for a member of my immediate family.

I will vote for an executive session of the board if the situation requires it, but I will consider "star chamber" or "secret" sessions of board members unethical. I will recognize that, to promise in advance of a meeting how I will vote on any proposition which is to be considered, is to close my mind and agree not to think through other facts and points of view which may be presented in the meeting.

The foregoing principles deserve universal acceptance where democratic administration is a practical ideal of the school board.

What of Moral and Ethical Values

Among School Boards? *Edward M. Tuttle**

My plans for this month's article were pretty well outlined and part of the material written when the August issue of the JOURNAL arrived on my desk.

Leafing the magazine through to discover what good things the editor had provided for us, I came face to face with the question in big bold type on page 19, "What Should the School Board Have Done?" With growing amazement and dismay I read the short account of actual happenings in a small community involving cheating in final high school examinations and subsequent authorization by the school board, over the protests of the supervising principal, that diplomas be awarded in disregard of the fraudulent returns.

The editor laid his finger on the very heart of the matter by his query at the end, "What effect will the action of the school board have on the pupils?"

With no further facts than those provided in the JOURNAL's report of this incident, I cannot help expressing some reactions in an effort to discover how many others among our thousands of readers feel the same way.

Whose Moral Values Failed?

There has been a lot of criticism of late from various quarters that our public schools fail to teach our children and youth those moral and ethical principles which lie at the very foundation of a sound and enduring democratic society. The latest report of the Educational Policies Commission on moral and spiritual values in the public schools recognizes the problem and seeks to define issues of fundamental importance to the American people and their public schools.

But, in the face of such an incident as we are at present considering, the schools might do their utmost from now till doomsday to inculcate right principles with little or no permanent effect. Why? Because apparently the adults of this community, or at least enough of them to overawe and include the school board, were perfectly willing to throw their own morals and those of their children out of the window when an issue arose.

Let's look again at the facts as stated.

1. A majority of the students cheated by gaining prior knowledge of the questions in two basic courses. For the weak it was a temptation. For the thoughtless it was a lark. For the average it was a dare they couldn't

OPPORTUNISM

They that can give up essential liberty to obtain a little temporary safety deserve neither liberty nor safety.

— BENJAMIN FRANKLIN

Persons who deny a greater good for some temporary gain not only are undeserving, as "Poor Richard's" progenitor declares, but sooner or later they lose altogether the advantages they seek. One compromise with fixed principles inevitably leads to another, and each is likely to be a step farther down the scale of ethical values. Ultimately the opportunist, grasping at momentary security or profit, finds that his hands are empty and his life insecure. Our forebears used to observe that the "smart aleck" who ruthlessly went after what he wanted at the moment regardless of consequences to himself or to those around him would one day meet with his "comeuppance." They were usually right, and it would be wise to remember that in our glittering times of feverish self-interest the same truth operates. — E. M. T.

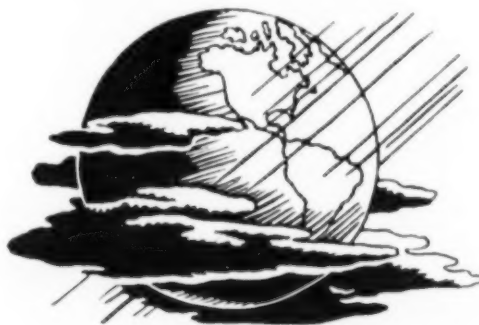
resist taking. But it is safe to assume, I think, that *every one of them knew he was doing wrong*. (All this is beside the point, which might be open to discussion, as to whether undue emphasis had been given in this school to the importance of final examinations.)

2. The supervising principal, when he learned of the fraud at the eleventh hour before Commencement, faced a difficult decision that had to be made at once. As a teacher of youth he must uphold right moral conduct, but he did not want to shame and punish the students publicly. He knew that among them there were innocent as well as guilty. He knew that the great majority of the guilty had had no real need to cheat in order to pass the examination. He frankly proposed to them all that they proceed with the public ceremonies on the understanding that immediately after-

ward they would set about correcting as best they could the wrong that had been done. The students agreed to this plan. (In some states it is probable that this procedure would not have been legal, once the diplomas had been awarded.)

3. Then the parents stepped in and ruined the day. They hauled down the moral standard and trampled on it before their children's eyes. They condoned the cheating and insisted that no effort need be made to right the wrong. They were willing that their sons and daughters should accept tainted diplomas and leave high school under a cloud of suspicion and guilt. They threatened the school board with reprisals if it supported the supervising principal in his proposal to the students for redress.

No hint is given in the report that a single voice outside the school was raised in behalf of honor, integrity, and decent human relations. Must we conclude that here is a community gone morally and spiritually bankrupt? Could it be suspected that the young folks cheated in the first place because they knew what attitude their parents would take in a showdown? In similar circumstances what would other American communities have done? Is this incident typical of present-day attitudes toward moral issues? These are serious questions and true answers to them would be a vital indication as to whether this nation is building upon sand or upon a rock.



*Executive Secretary, National School Boards Association.

4. Finally, what of the school board? Clearly, it held the key to the situation. Instinctively, at first, it stood for the right. It backed the supervising principal in his handling of the difficult circumstances. It recognized that education must build character as well as develop understanding if it is to strengthen future generations.

But, when the going got tough, the school board forgot these fundamental principles. It found no courage to fight for its convictions. The prospect of possibly losing a few dollars in paid tuition filled it with dismay. So it sold the community's birthright for a mass of pottage. It overruled the supervising principal. It legalized the fraudulent diplomas. In short, it tried to vote a wrong into a right, something which never can be done.

The Ultimate Effect

What effect, then, as the JOURNAL's editor asked, will this action by the school board have on the pupils? Undoubtedly he had in mind not alone the 46 graduates but the many times 46 younger boys and girls down through the high school and elementary grades in this community. What lessons have they learned in their impressionable years from this incident?—lessons learned much more convincingly than any from a textbook. Have they learned that cheating can be indulged in with impunity? That their teachers have no real authority to insist on what is right and decent? That their parents will take their part no matter what they do? That citizens generally will wink at their failure to play according to the rules of the game, and think it "smart" or "funny" as long as they can get away with it? That such sayings as "honesty is the best policy," "a man's word should be as good as his bond," and "a good name is rather to be chosen than great riches" are old-fashioned, pious platitudes, not to be taken seriously by anyone who is wise to the ways of the present world in which we live?

Challenge to Complacency

I have deliberately presented this situation in the strongest terms I know in order to challenge the widespread and undermining complacency of the present day. I do not believe for a minute that the action taken in this community represents the real convictions of a majority of its citizens, old or young. If it did, then that community and every other like it, would be doomed to ultimate degradation.

I believe that the great majority of people everywhere are earnestly and honestly trying to do their best in life and to stand for what is right, or, as the poet puts it, that the bulk of our society is made up of

"Millions who humble and nameless
The straight, hard pathway plod."

But I am equally convinced that the hesitancy and unwillingness of good people to stand up promptly and be counted against the face of



evil is the reason why so often it seems as though wrong triumphs and right goes down to defeat.

Had one righteously indignant citizen, on or off the school board, in the community we have been discussing, stood on his feet and brought the angry, misguided parents to a sense of how what they were doing would look in the light of cold reflection, the whole picture might have been different. Some solution might have been found that would not have compromised moral values nor left everyone concerned with feelings of regret and guilt.

In the realm of school-board functioning in this America of ours, I believe again that the vast, vast majority are rendering voluntary service of a high order of integrity. But every now and again, I regret to say, there comes a report of some board that has not stood firmly for the right in the face of political, organizational, financial, personal, moral, or social pressures. As we learn to work more co-operatively together in our school boards associations, and with both the professional and lay people in our respective school districts, such reports should greatly diminish.

San Francisco Editorial

Apropos of the thought just expressed above, and of the discussion in my article last month concerning the issues at the NEA Convention, it is encouraging to report one very significant outcome.

On the last day of the Convention, July 6, *The San Francisco News* (a Scripps-Howard Newspaper) published its leading editorial under the title "The Lesson of Pasadena." It was an excellent analysis, but particularly striking were these concluding paragraphs:

"The great majority of public school teachers and administrators have only one guiding objective. They want to make the schools better. Of that we are sure. It has been the key of almost every discussion in the N.E.A. convention here this week.

"They cannot do the job alone. They must have public support, not only in terms of tax appropriations, but in public interest. And the best way to secure public interests, we believe, is to keep the public completely informed at all times about what the schools are doing."

There, in a nutshell, this editorial writer for

the daily press has presented the case for American public education. He states the issue. He points the solution. Results in coming years are up to us—to all Americans, professional and lay alike. The millions of children and youth flooding into our schoolhouses afford us a wonderful opportunity.

Plan to Attend the N.S.B.A. Convention

The 1952 Convention of the National School Boards Association is to be held at the Jefferson Hotel in St. Louis, February 22-23, and will carry over into the regional meeting of the American Association of School Administrators, February 23-27.

Holding the meeting in the center of the country should make it possible for many more school board members to attend than in recent years, and plans are being made for the largest and most effective convention the N.S.B.A. has ever held.

Room reservation blanks were sent early in August to the presidents and secretaries of state school boards associations, and the A.A.S.A. has sent similar blanks to all its members. The option accorded to these blanks by the St. Louis Hotels Convention Reservation Bureau will expire on September 24, and thereafter it will be first come, first served. So it would be well to make reservations before that date, if possible.

Board members are urged to go to St. Louis early enough for the N.S.B.A. Convention and to stay over for as much as possible of the A.A.S.A. meeting with its notable program and huge commercial and educational exhibits. This is the way to gain inspiration and understanding of the significance of the school board association movement in the separate states and nationwide. You will be pleased and proud of the recognition accorded to the N.S.B.A. by the leaders of other national organizations concerned with public education in America. Truly we occupy a key position from which to render outstanding service as we grow in strength and resources.

The program for the N.S.B.A. Convention will be perfected in coming months and will be reported in these columns. Watch for developments. But make your plans now to be in St. Louis in February. Be sure to advise your state school boards association and the National School Boards Association that you are going.

Directory Revised Anew

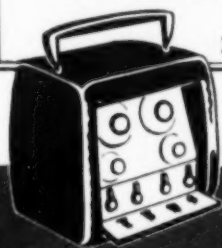
Changes in the leadership of state associations of school boards are frequently reported. The National School Boards Association keeps track of these and twice a year issues a new Directory of State Presidents and Secretaries. The latest edition was released early in August and was sent to state leaders and to the heads of co-operating organizations. Others who have use for such a list may obtain a copy by writing to national headquarters at 450 East Ohio Street, Chicago 11, Ill.



A Completely New Approach to School Hearing Tests!

HIGHEST ACCURACY in detecting hearing loss!
FORTY TESTED at once . . . in less than 20 minutes!
EVEN FIRST-GRADERS successfully tested in groups!
TESTS CAN BE GIVEN by teachers with no special training!
... AND THE EQUIPMENT PAYS FOR ITSELF!

* The 1950 report of the American Hearing Society's Committee on Hard of Hearing Children revealed that *nearly one-fourth* of all pupils screened out by the old-fashioned phonographic audiometer are actually without impairment. At the same time, it showed that *pure-tone* testing discovers *more than twice as many* defective-hearing children as the phonograph method.



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School systems have waited long for a group hearing test that accurately locates hard of hearing pupils . . . that does it *fast* . . . and *doesn't* require a trained specialist in audiometry.

Such a method is now available—the MAICO PURE TONE group screening method. For the first time, you can **KNOW FOR SURE** which pupils are hard of hearing . . . and you can find it out *early* in their schooling.

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Pictured here is the nine-man School Board of the Dallas Independent School District, Dallas, Texas, in a planning session with the Superintendent of Schools. Seated from left to right are: Ralph McCann; Mrs. Vernon D. Ingram; Harry Stone; Doctor Edwin L. Rippey; W. T. White, Superintendent of Schools; R. L. Thomas, President of the Board; W. C. Scurry; Mrs. Tracy H. Rutherford; Avery Mays, Vice-President of the Board; Lloyd Campbell.

DALLAS' SCHOLASTIC GROWTH—HOUSING PROBLEM

Don Matthews*

The last segment containing seven building projects embracing a total of 46 additions of permanent type buildings to the Dallas Independent School District was placed with the architects in July, 1951, by the board of education, accounting for a total of \$26,500,000 in bond allocation since 1948.

Constantly before those in charge of public education in Dallas has been the race to house the ever growing scholastic population of this school district. One of the greatest obstacles to the program has been shortages in materials and man power which have thrown the completion schedule on 23 current projects out of time.

In 1948 when the Dallas schools separated from the city, a bond allotment of \$10,000,000 was turned to the new independent school district for the purpose of building permanent additions. After a survey of the situation by the school administration, it became apparent that this amount was woefully inadequate. In 1949 the school board scheduled another bond election in the amount of \$16,500,000. A list of projects was published before the election in which the bond issue divided into a three-year plan including 32 projects. The greater number of items on this list entailed additions to existing buildings.

Of course the growth mostly concerned the perimeter of the city of Dallas. So intense and fast was this growth in some areas that it was necessary to reset the schedule bringing some third-year projects up into the second year plan. In spite of rising construction costs the board and the administration have been able to follow

the budgeted building plan. This has been accomplished by sticking to a simple educational plan inside and outside the school buildings.

In order to keep the roof over the head of a scholastic population whose census enumeration jumped from 54,749 in 1945 to 77,392 in 1951, school authorities resorted to temporary classroom construction. Since 1948 it has been necessary to keep 264 of these temporary units in operation. During this same period of time, there has been added an average of 83 permanent classrooms per year. Of the 23 building projects currently under construction 11 are expected to be occupied during the 1951-52 school term.

Beside additions to old buildings and construction of new elementary schools this plan has anticipated the problem of supply by the construction of a complete warehouse and shop unit. Also an outstanding item is the construction of the William B. Carrell School for crippled children. Although planned in the first bond allocation, the highly specialized facilities took much time and thought in planning. The structure will be ready during the coming school year.

With the culmination of this stepped-up building program the district finds that another building program will be necessary if Dallas school children are to be kept in permanent type of housing.

COMMUNITY INTEREST IN SCHOOLS

Declaring that it is on the local level that the school sources of a community rests, Dr. J. Burton Vasche, new Colorado commissioner of education, explained "I am most interested in seeing the people in the community take a greater interest in their schools."

Dr. Vasche made the statement during a brief visit to Pueblo shortly after he assumed his duties, succeeding Mrs. Nettie S. Freed. Dr. Vasche formerly served as deputy superintendent of public instruction for Washington State.

It is important that, with the co-operation on local levels, the people work together with the state organization, Dr. Vasche asserted. "It is the responsibility on the state level to provide leadership for local groups," he explained, "and it has been found that local officials cannot always handle the load alone."

Asked about state aid to schools, Dr. Vasche said that "it is impossible to tell yet just what must be done." He said that he must judge all needs on the needs of the boys and girls.

Regarding rural schools, Dr. Vasche said "it will be the policy of the state office to enforce a minimum of rural regulations from the state level and to work constantly with the local office."

Civic organizations are in many respects the backbone of schoolwork, Dr. Vasche said, although it is impossible to separate the need for the community to pull together at all times.

The new \$9,000-a-year job of appointive state education commissioner under an elected five-man board was created by a Colorado constitutional amendment two years ago.

SCHOOLS OF THE FUTURE

Supt. Everett W. Ireland, in discussing new school buildings to be erected in the near future in Somerville, Mass., writes in his 1950-51 report:

School buildings of the future will be quite different from those of the past. Monumental monstrosities with plenty of waste space are things of the past, for from now on buildings will be functional. Classrooms will be designed and equipped to encourage the pupils to learn to do by doing, and each child will have more space provided for him. There will be special purpose rooms which can be utilized to facilitate the operation of greatly extended and enriched curriculum programs. Health will not be forgotten, for rooms will be scientifically lighted and decorated, and the most modern and efficient heating and ventilating systems will be provided. The school site is considered an integral part of the total learning environment and should be of sufficient size to provide for recreational activities, and should be attractively planned, with maximum consideration given to safety provisions.

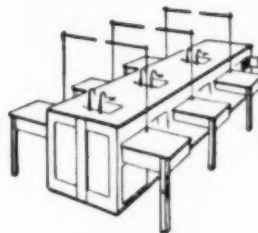
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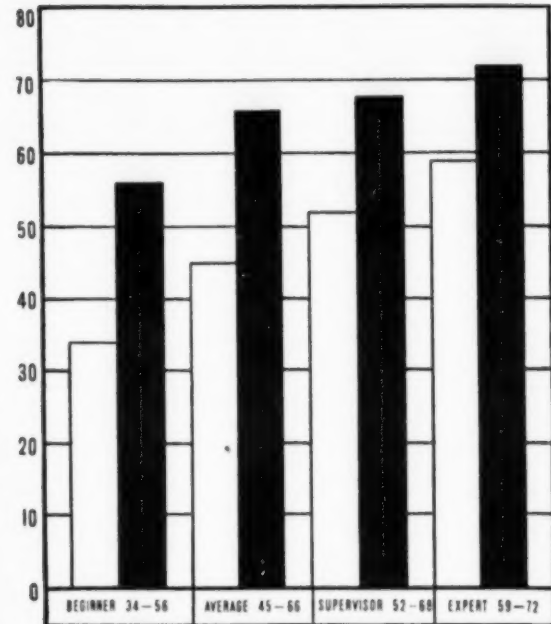
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Establishment of Schools

A paramount requisite in the American system of public education is social equality and it must be open to all children by unified school associations regardless of lineage.—*Gonzales v. Sheely*, 95 F. Supp. 1004, Ariz.

School District Government

An action against a school principal, superintendent, maintenance supervisor, and janitor, and members of a county board of education as individuals, for injuries sustained by a school pupil on the school premises, as an alleged result of the defendants' individual acts of negligence, was not barred as a suit against the board and its employees for torts committed in the performance of official duties, as public officials are not insulated from liability for their own personal tortious acts.—*Whitt v. Reed*, 239 Southwestern reporter 2d 489, Ky.

In an action for injuries sustained by a school pupil on the school premises, a petition alleging that the county board of education members, sued as individual defendants, violated certain statutes in undertaking to authorize school building alterations, which resulted in a defective condition causing injuries, stated cause of action against them on the ground that their failure to perform their mandatory legal duties was a cause of the injuries.—*Whitt v. Reed*, 239 Southwestern reporter 2d 489, Ky.

Hearings before a school board are quasi-judicial in character and the findings and determination of the board are conclusive unless the board acted corruptly, in bad faith, or in a clear abuse of its powers.—*Rehberg v. Board of Education of Melvindale*, Ecorse Tp. School Dist. No. 11, Wayne County, 48 Northwestern reporter 2d 142, Mich.

School District Property

Where a grantor conveyed land to a school district for school purposes with reverter back if the school district moved the schoolhouse, or gave up land for the purpose of a schoolhouse, the right of the reverter remaining in grantor was alienable.—*Dickerman v. Town of Pittsford*, 80 Atlantic reporter 2d 529, Vt.

Municipal corporations, including school districts, are not liable for the personal torts of their officers, agents, or employees, in the absence of a statute expressly declaring them so liable.—*Snowden v. Kittitas County School Dist. No. 401*, 231 Pacific reporter 2d 621, Wash.

A Washington statute abrogating with respect to school districts the common-law rule that a municipal corporation is not liable for the personal torts of its officers, agents, or employees was, by necessary implication, amended by a statute exonerating the school districts from liability for noncontractual acts or omissions relating to any park, playground, or fieldhouse, athletic apparatus, or appliance, etc., the effect of the latter statute being to restore in part the common-law immunity from tort liability enjoyed by public school districts. Rem. revised statutes, §§ 951, 4706.—*Snowden v. Kittitas County School Dist. No. 401*, 231 Pacific reporter 2d 621, Wash.

School District Taxation

The courts will jealously guard school funds from diversion even for laudable purposes.—*Board of Education of Madison County v. Wagers*, 239 Southwestern reporter 2d 48, Ky.

A gymnasium would be a "school building" under the Texas constitution and statute providing that school districts may issue bonds and



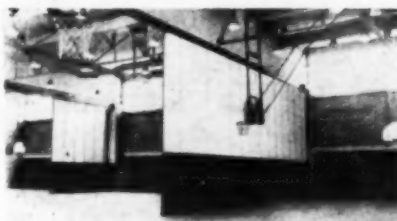
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tects, Mankato, Minn.
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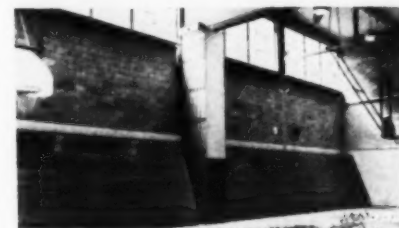
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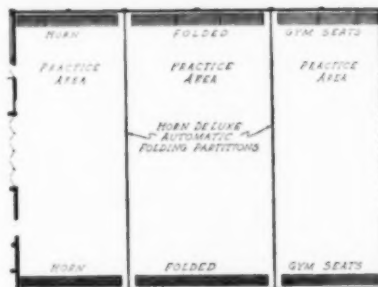
Horn Partitions Closed and Seats Extended



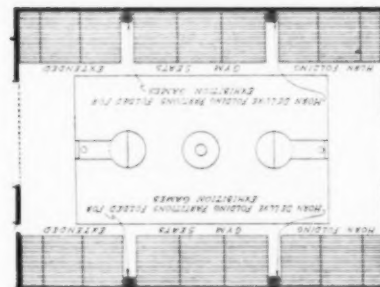
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levy taxes for the purpose of erecting school buildings when authorized by a majority of the qualified voters of the district, in view of the fact that physical education is required by statute to be taught in the public schools. Vernon's annotated statutes arts. 2663a, 2784e; Vernon's statutes const. art. 7, § 3.—*Jones v. Sharyland Independent School Dist.*, 239 Southwestern reporter 2d 216, Tex. Civ. App.

Teachers

The relationship between the board of education and the person who was employed by the board as director of adult education and business manager was that of employer and employee, and such relationship was created by contract, the result of tenure statutes not being to make the relation any the less one originating in the contract, but to annex to contracts of employment when repeated for sufficient time certain

legal consequences.—*Holbrook v. Board of Education of Palo Alto Unified School Dist.*, 231 Pacific reporter ed 853, Calif.

Where a petitioner was employed as business manager of a school district, a noncertificated service, and as principal of the evening high school, a certificated service, was continued in the same position for the following year, and in the third year the petitioner's duties were designated as business manager and director of adult education, a certificated service, and the fourth year his duties were designated as business manager for three quarters of his time, and as director for one quarter of his time, the petitioner was entitled to be classified as a permanent, full-time teacher and was not entitled to only one quarter tenure. Calif. Education Code, §§ 13004, 13034, 13049, 13050, 13081, 13082, 13086, 13089, 13201, 13651.—*Holbrook v. Board of Education of Palo Alto Unified School Dist.*, 231 Pacific reporter 2d 853, Calif.

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CASTLE SHANNON HOLDS WORKSHOP

School teachers at Castle Shannon, Pa., went back to school this summer to learn more about their pupils' needs. In a workshop project in which the borough's two Parent-Teacher Associations and the school board footed the bills, 24 instructors gave up a week's vacation to attend classes.

The teacher workshop was set up by John L. Trevaskis, school principal, with the aid of Dr. Dale W. Houk, president of near-by Slippery Rock State Teachers College. After digging into the problems faced by the school in meeting the educational demands of the residents, the school PTA went along to express the parental views.

By living together for a week, Principal Trevaskis said, teachers now have a better idea of

what goes on in grades above and below. He stressed that as one of the goals—an integrated educational program from kindergarten through junior high school.

Unit teaching—focusing subjects around a central theme—also was emphasized during the workshop. Another idea derived from the project is to sidestep the traditional coverage of textbooks from front page to back cover. Teachers now will tackle the subjects in the light of special treatment as the day's news and problems demand.

Local government will be studied in civics during the election, as an example. Another view from the experiment will be to grade pupils on how they progress, rather than on a set standard. Use of audio aids, movies, maps and charts was stressed. Child guidance—the role the school should play in the borough—was discussed.

The borough is faced with a steady increase in enrollment. Enrollment this fall will be over 600 in two grade schools and a junior high. In four more years, at the present rate of development, it will exceed 1000. By 1960, it is expected it will soar over the 2000 mark.

NEBRASKA SCHOOL LANDS

School land leases in Nebraska are in a muddle following several Supreme Court decisions concerning the legal methods of renewing leases to old holders by noncompetitive action of the state board or by public auction to the highest bidder. The appraised value of 1,638,584 acres of school land is \$16,587,660. Under the law the minimum rent is 6 per cent of the appraisals plus such bonuses as bidders are willing to pay. Recent sales of the school lands have indicated that the ranchers are willing to go considerably above the appraised values and the state should receive considerable in rental bonuses. The decision of the Supreme Court which is to the effect that leases renewed since 1941 without competitive bids are illegal, is being contested further by the lessors of some 874,000 acres of land operating under 2300 leases.

The history of Nebraska's school lands goes back 84 years, when the state received a total of 2,928,890 acres of school lands, or about 1/18th of the total land area of the state for school support purposes. During the first thirty years of statehood lands were sold at auction and the moneys invested in interest-bearing securities. Since 1897 state law has prohibited sales except under conditions which make the sale beneficial to the state. The largest holdings in the extreme western counties range from Cherry County which has 35,206 acres, valued at \$1,245,550, and Cheyenne County which has 41,660 acres, assessed at \$1,206,635, to small holdings in the smaller counties.

CLINTON CITIZENS' COMMITTEE

The formation of a citizens' advisory committee has been approved by the Clinton, Iowa, board of education. Supt. J. R. Mounce has been directed to work out the details of organization and to prepare a plan of work for the group, which is to consist of representatives of 27 local civic, social, parental, and other groups.

BETTER SCHOOLS FOR RURAL AREAS

A three-point program to bring rural education in the United States up to the level of schooling in the large cities was proposed on August 13 by a group of rural educators at a three-week conference at Columbia University's Teachers College on the organization and administration of country schools.

The educators adopted resolutions calling for increased financial aid, greater use of the rural environment in the instructional program, and new methods of training and attracting teachers for the rural schools. They also urged that state school officials adopt a co-operative national plan for standardizing teacher certification, tenure, and retirement regulations.

Discussing the need of rural school systems for financial support, the conference called for federal and state government support to promote the exchange of pupils and teachers. The conference was under the direction of Dr. Frank W. Cyr, professor of rural education at Teachers College.

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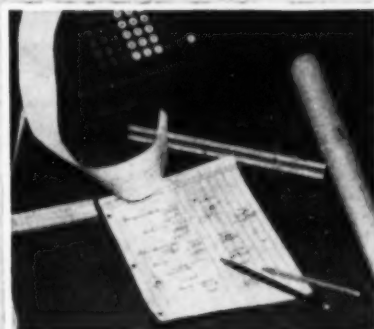
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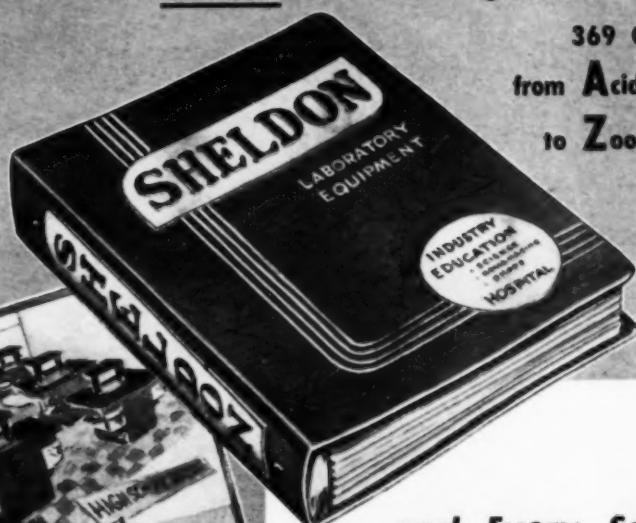
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RIVER ROUGE PERSONNEL POLICY

Portions of the River Rouge, Mich., schools' personnel policy have been amended, writes Supt. Carroll Munshaw. Board of education employees may now accumulate 100 days sick leave, an increase of 50 days. When the employee's absence exceeds his accumulated sick leave, he will be allowed the difference between his salary and that of the substitute for a 20-day period. All leaves of absence are without pay and

regulations governing such leaves have been set up. One day's absence per fiscal year will be allowed for personal business, and will be deductible from the accumulated sick leave. Certain specified non-illness absences may be charged to sick leave, all of these charges combined, including absence for personal business, not to exceed a total of three days in one fiscal year. A clause added to the section on teachers' status requires the completion of two hours of recognized college work during the first five-year period, and four hours of advance study during the second five-year period for teachers who have an advanced degree.

TEACHERS SERVE COMMITTEES

A total of 88 per cent of the teachers employed in the Kalamazoo, Mich., schools rendered special

service during the 1950-51 school year as members of special teacher advisory committees. Dr. Loy Norrix reports that 91 teachers reported one committee assignment and 106 teachers served on two committees. The great majority aided their respective principals in the discussion and solution of building problems. In the order named, the most service was given to elementary pupil clubs, the teachers professional club, school civil defense, curriculum construction and revision. High school teachers preferred work on subject committees, teachers professional growth, and ethics committees. Under a policy of the school administration office no new teachers are accepted for committee work on the theory that they should become fully acquainted with their new jobs before taking on additional work.

TEACHER HONORED

The board of education of the West Allegheny Joint Schools, Imperial, Pa., has adopted a resolution commending Harry Stewart who has been a member of the school faculty since 1905; and who, upon retirement, can look back upon a perfect record of attendance. Mr. Stewart has not missed a day nor has he been tardy a single time in all his years of teaching. He has been repeatedly commended by his superiors for his efficiency as a teacher and for his interest in the children entrusted to his care. Unmarried, he has reared and has paid for the education of several homeless boys.

The board of education, in its resolution, expressed the hope that he would continue many years in good health and would be a further inspiration in the community.

TEACHERS AND ADMINISTRATION

► In accordance with the Ober law, all new employees of Prince Georges County, Md., have been directed by the County Commissioners to sign loyalty oaths swearing they are non-Communists. No new employee has signed since January, 1951. In addition to requiring the Ober oath from state and local employees, the law makes membership in any subversive organization a felony.

► The New York City board of education has raised the five-day ceiling for holiday absences by teachers. Jewish teachers are largely represented in the religious-observance group. Absentees receive a maximum of $\frac{1}{25}$ th of a month's salary; the difference is used to pay the minimum of a substitute.

► Topics under discussion at the two-day workshop held by the Kalamazoo, Mich., public schools Curriculum Conference included a report of the work accomplished during the 1950-51 school year, and the listing of major and minor objectives for the 1951-52 period. Consultants from the Department of Public Instruction assisted the Council according to Supt. Loy Norrix.

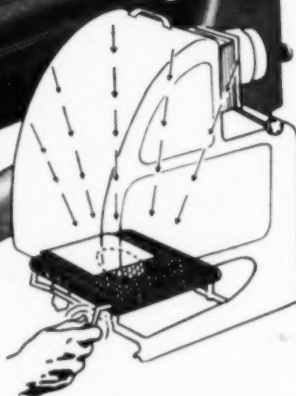
► Principals and administrators of Pontiac, Mich., have organized a club on the workshop plan to promote democratic school administration and increase efficiency.

► The Norwalk, Conn., teachers have lost their legal fight for higher salaries. The Connecticut state supreme court has ruled that while teachers may join a union, they have no right, as public employees, to engage in work stoppages or strikes, or refuse collectively to enter upon duties.

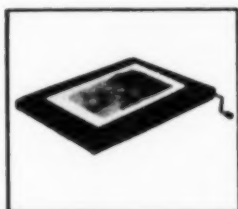
► The salaries of all clerical and custodial employees of the Clinton, Iowa, schools have been increased by \$300 per year.

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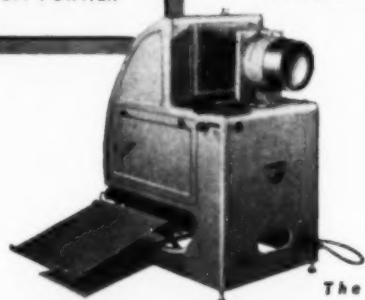
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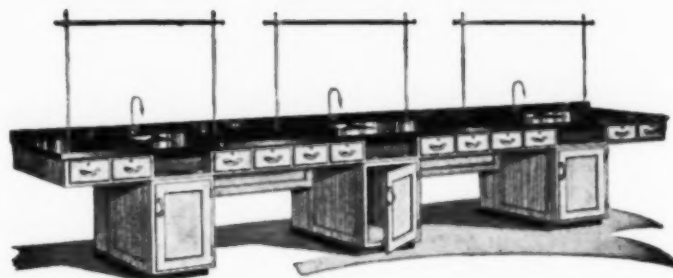
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SCHOOL BOARD NEWS

► Enid, Okla. The school board has voted to purchase all merchandise needed for the operation or repair of the schools, for the high school activity organizations, upon a competitive basis, and when equal quality, serviceability, and price are available from local merchants, that they be given the orders. Purchases for less than \$300 may be made by the secretary upon written request of the superintendent of schools.

► A program of movies, lectures, and exhibitors of school equipment was presented at the Erie County, Pa., Annual Custodians Convention which was held at the Junior High School, Corry, Pa., August 24 under the supervision of Supt. Maurice E. Kolpien.

► The status of the Negro high schools in Carlsbad, Roswell, and several other cities of New Mexico is giving some concern to the boards of education of these communities. Under a 1925 statute separate high schools may be maintained provided the education offered is equal to that provided in the schools for white children. The cost of bringing the Negro high schools up to an accredited standard may be so high that the school boards may be obliged in time to integrate them slowly into the schools now attended exclusively by white children. The State Education Department has been considering the withdrawal of its accreditation from one school.

► The efficiency of the elementary schools of Kalamazoo, Mich., is showing satisfactory improvement particularly in the mastery of the three R's. A report of Supt. Loy Norrix indicates that during 1950-51 the standard tests administered to the fourth-, fifth-, and sixth-grade classes indicated that these groups are well above

national averages. In a composite of all subjects measured the children were advanced three months educationally over their life ages. The test results for individual children and for the class groups have been made available to the respective teachers for remedial work in the case of children who reveal weaknesses. Mr. Norrix has recommended that additional emphasis be placed on spelling.

► At Chevy Chase, Md., and Arlington, Va., two teachers have resigned after charges of former membership in a subversive organization were made.

► The Sevastopol, Door County, Wis., school board has bought 14 acres of wooded land to be used as a school forest and farm and as a recreation area. The school grounds now embrace 21 acres.

► Omaha, Neb. The board of education has under consideration a 15 million dollar bond issue recommended by Supt. Harry Burke for needed expansion of the school plant. A number of members have expressed opposition to the idea because they favor the pay-as-you-go plan of school finance.

► At the July monthly meeting of the Pasadena, Calif., school board, Lawrence Lamb, a member, denounced the National Education Association report on the Pasadena school controversy of 1950 as "biased and specious." The Association, he said, should cease shadow boxing and jousting with wind mills and determine the real enemies of education. "We (the Pasadena schools) are sounder and better off than we have ever been," he concluded.

► The Pasadena, Calif., school administration is planning to tell parents of young children in the local schools how these children are taught to read.

A summer workshop of sixty teachers made the recommendation. The same group expressed the opinion that a remedial clinic is needed in the city, but that it could not be established at this time because of limited funds.

► Negro leaders in Memphis, Tenn., have demanded that a member of their race be qualified to run for membership on the board of education. The city is about 40 per cent Negro.

► Galveston, Tex. The school board has denied a petition of the Galveston Church Women to establish a bible course in the high schools.

► Attorney General William Hein of Nebraska has ruled that under a general statute a majority of a quorum of a board of education may legally pass a motion. The question arose at Alliance where a motion to limit the original entry of children to those five years of age, was passed by a vote of three members out of a quorum of four present at a meeting. Opponents of the motion held that a two-thirds majority of the entire board of seven is necessary.

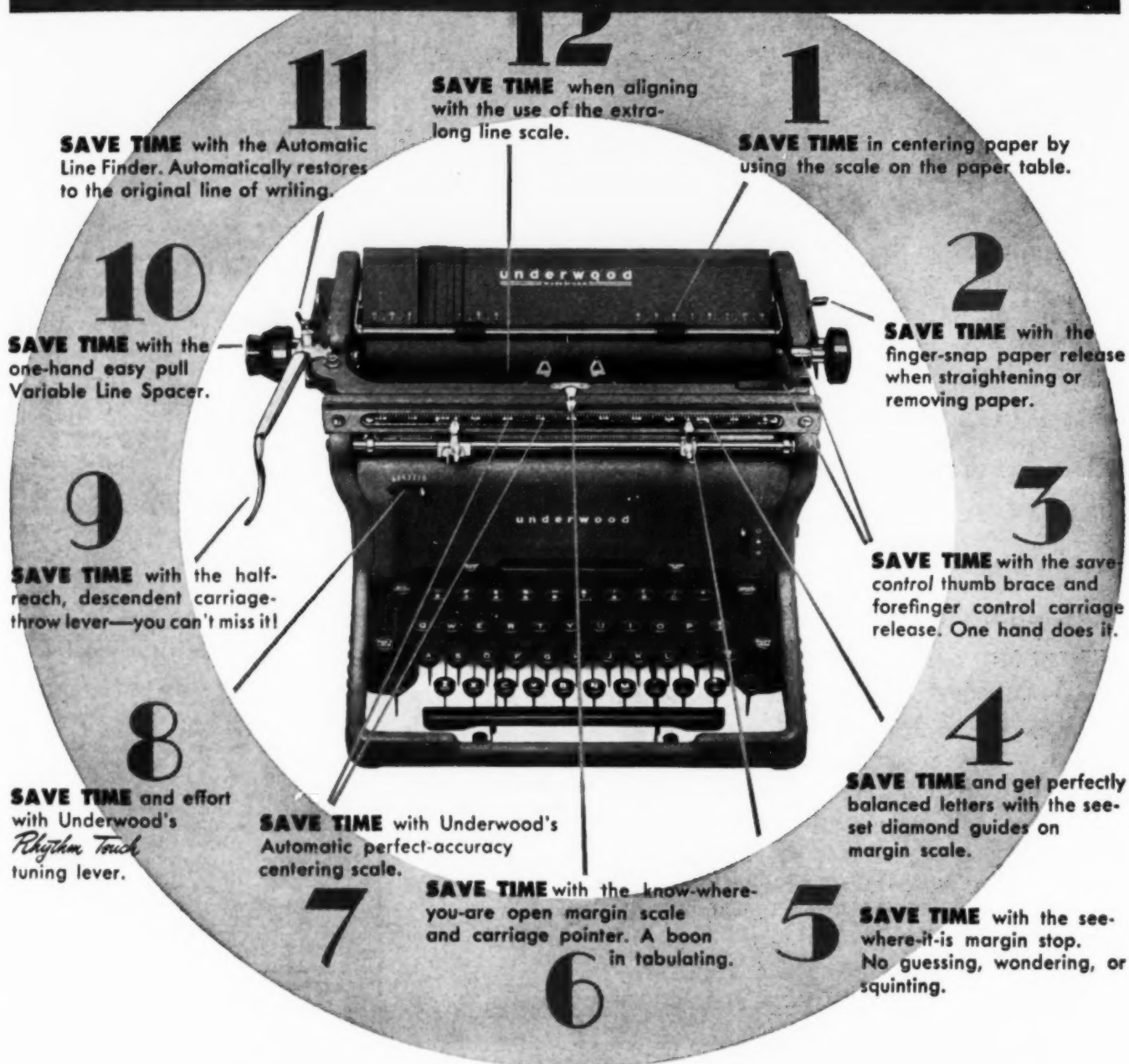
► Between 1948 and 1951 a total of 1068 school districts in Minnesota were discontinued by consolidation or dissolution. The present number is 6450.

► The Philadelphia board of education has announced that effective September 1 a number of promotions and transfers would be effective:

Bruce L. LeSuer, present supervisor in the division of commercial and distributive education, was named assistant director in charge of the school-work program.

Dalibor Kralovec, collaborator of safety education for several years and principal of the Morrison School since last October, becomes assistant director in charge of safety education and the safety patrols.

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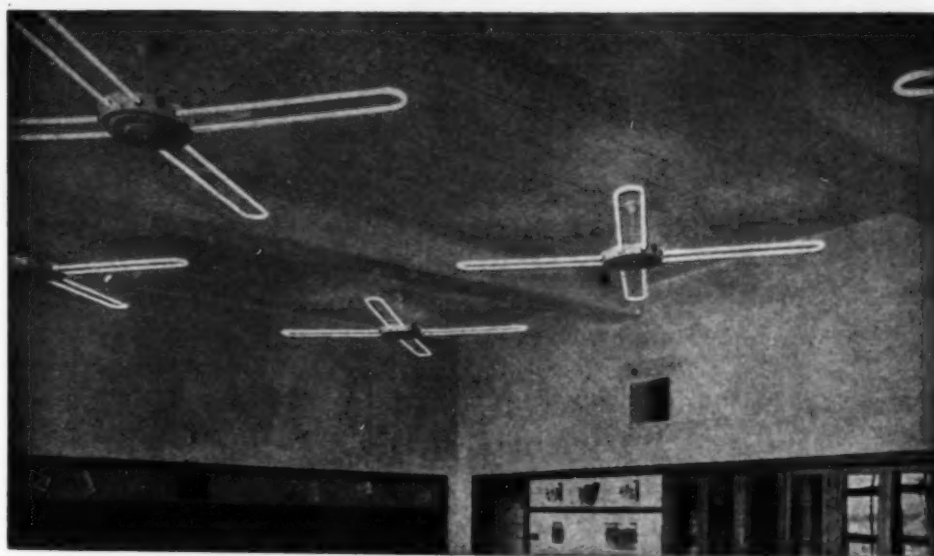
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PERSONAL NEWS

► The Milwaukee board of school directors has elected **EMMETT F. COOK** as its president for 1951-52. Dr. Cook succeeds **Peter T. Schoemann**.
 ► The West Allis, Wis., school board has elected **JOHN GEIST**, president; **JOHN VAN DALE**, vice-president; **MRS. RITA BANHOLZER**, secretary.
 ► The three new members of the Port Huron, Mich., board of education are: **WILLIAM BRAHANY, JR.**, **THORNTON KUNZ**, and **RICHARD COOLEY**. **WALKER CHASEY** has been chosen president, Mr. Brahany, vice-president.
 ► **RALPH S. BROTHERTON** has accepted the positions of business manager of the Waukegan, Ill., Township Secondary Schools and secretary of the board of education. Mr. Brotherton was assistant to the superintendent of Port Huron, Mich., schools.

► Re-elected to the Pontiac, Mich., board of education for a four-year term are **FRED D. MONDIN** and **F. N. THIEFELS**. New officers are **ROBERT B. OLIVER**, president; Mr. Mondin, vice-president; **CLENN GRIFFIN**, secretary; and **VERN SCHILLAR**, treasurer.

► **BASCOM B. HAYES** has been elected executive director of the Texas Association of School Boards. Mr. Hayes who is also director of the Administrative Services of the Texas Education Agency, Austin, and a member of the State Education Department staff, succeeds Dr. A. L. Chapman, resigned.

► **Y. H. HANSON** succeeds **T. M. STEWART** as a member of the Albert Lea, Minn., board of education. Mr. Stewart did not run.

► **CHARLES PERRY** has replaced Dr. T. L. Stickney on the Crookston, Minn., board of education. Remaining officers and members have been re-elected for the 1951-52 school year.

► **Albion, Mich.**, school trustees, **C. REGINALD SMITH** and **EVERETT CAVANAGH**, president and vice-president of the board of education, respectfully, have been re-elected for three-year terms.

► **Waterloo, Iowa**, school board has re-elected **SUPT.**

JACK M. LOGAN with an annual salary of \$12,000, and **SECRETARY E. A. RALSTON** with a salary of \$7,500.

► **MRS. R. W. HARGRAVE** has been elected president of the school board at Carrington, N. Dak., to succeed **THEO. RAMSEY**. **EARL STRALLY** has been named vice-president.

► **SECRETARY LESTER ANDREWS** has been re-elected by the Council Bluffs, Iowa, school board.

► The Federal Security Agency has announced the Senate's unanimous confirmation of President Truman's appointment of **DR. MARTHA M. ELLIOT** as Chief of the Children's Bureau. Dr. Elliot succeeds **Katherine F. Lenoir**. Induction is scheduled for September 5.

► **CHARLES O. AUSTIN, JR.**, has assumed the principalship of the Rock Island, Ill., senior high school. He succeeds **Owen B. Wright**, deceased.

► **Oshkosh, Wis.**, school board has elected **DAN M. HILDEBRAND** as president; **CARLETON D. STREIBS**, secretary.

► **Hopedale, Mass.**, **DONALD S. DOW** has succeeded **Robert I. Bramhall**, retired, as superintendent of schools. Mr. Dow is the former principal of Hopedale Junior High School.

► **Lake Forest, Ill.**, Dr. **Raymond Moore**, superintendent of schools, has announced the appointment of **CURTIS EIKER** as assistant principal of Lake Forest High School.

► **Neenah, Wis.**, Elected president of the school board, **RAY J. SUND**; vice-president, **DR. J. H. INADE**.

► **Belleville, N. J.**, **EVAN H. THOMAS** has been elected to replace **Wayne R. Farmer** as supervising principal of schools. Mr. Thomas served as supervisor of Belleville schools for six years. Mr. Farmer retired.

► **WAYNE D. BROWER**, superintendent of schools at Randolph, Neb., has resigned to accept the superintendency at Winner, S. Dak.

► **GERALD S. FRANKLIN** has been appointed superintendent of schools at Fullerton, Neb.

► **GERALD L. SMITH, 34**, is the new superintendent of Trinidad, Colo., schools, succeeding **James H. Wilson**, who has resigned because of ill health. Dr. Smith formerly was school superintendent at Telluride, Colo., and more recently was a member of the University of Colorado staff.

Mr. Wilson, who plans to move to California and take up fruit farming, has been associated with education in Colorado for 36 years, 32 of them in Rocky Ford as superintendent and high school principal.

► New superintendent of school district 61 at Primera, Colo., is **RAY BECKER**, for the past three years superintendent of schools at Fairplay, Colo. Becker succeeds **Floyd Schelby**.

► **DR. JOHN D. RICE** has resigned as superintendent of schools at Aberdeen, S. Dak., to accept the office of president of Wayne State College, Wayne, Neb.

► **DR. LOUIS A. BRAGG** has resigned as superintendent of schools at Holdrege, Neb., to become associate professor of education in the University of Wyoming.

► **SUPT. R. C. JENNINGS** of District 83 Schools, Melrose Park, Ill., has been re-elected for another year at a substantial increase in salary.

► **DR. CHARLES H. TIETJEN**, for several years assistant superintendent of schools in El Dorado, Arkansas, has been elected chief executive in the public schools in Malvern, Ark.

► **JOHN P. RODGERS** of Hooversville, Pa., has been named to supervise **Forbes High School**, Kantner, Pa. **Carl Richter** resigned as high school principal at the school.

► **PHILIP M. SHAFF** has been named a member of **Rockwood School Board**, Rockwood, Pa., succeeding Dr. **George F. Speicher** who resigned. Mr. Shaff, a florist, is active in community affairs.

► **LEWIS CLARK** was named new principal of **Dale High School**, Dale, Pa., by the school board at its August meeting. He succeeds **H. Faustin Hoover** whose resignation was accepted at the same time by the board. Mr. Hoover will retire after 26 years as principal of the Dale school. Mr. Clark is a 16-year veteran teacher in the school.

► **CLEO ENIS** has succeeded **Supt. Harley Ragland** as chief executive of the **Panola, Okla.**, schools.

► **DR. CHARLES C. MASON** has been re-elected superintendent of **Tulsa, Okla.**, schools.

► **GRANVILLE K. THOMPSON** has been appointed Specialist for College Business Management in the Division of Higher Education, Office of Education, Federal Security Agency.

► **ROCCO A. LOPARDO** has succeeded **Andrew J. Burdick** as superintendent of schools at **Utica, N. Y.**

► **DR. NORMAN E. WATSON**, superintendent of **Northbrook, Ill.**, schools, has renewed his three-year contract as superintendent and secretary of the board at a beginning salary of \$11,000.

MR. WISH RESIGNS

Fred D. Wish, Jr., has resigned as superintendent of schools in **Hartford, Connecticut**, after 28 years of continuous service. He is becoming assistant director of the Joint Council on Economic Education, with offices in New York City.

He will be in charge especially of promoting the improvement of high school curricula in economics and teachers' training. He will be available for consultation and special service to educational institutions and city school systems.

SELECTING AN ARCHITECT

H. W. Adams*

During the war the school population in Eureka, Calif., almost doubled in numbers, making postwar construction projects a necessity. After a careful survey by the administration, the board of education found itself faced with the problem of constructing the following facilities:

1. A new high school gymnasium and swimming pool
2. A new field house
3. Five, and possibly six, new elementary school buildings
4. A new bus garage
5. An additional junior high school building
6. If the population trend should continue, a new elementary school each year
7. An agriculture shop and classroom
8. A vocational shop building
9. Remodeling of present mechanic arts building
10. Planning for a future new senior high school

The foremost question in the board's planning for such a program was the selection of a firm of architects. The following procedure was used by the board to insure a good selection:

1. Listing of all the architects in the area. The area included the cities of Eureka, Santa Rosa, Sacramento, Oakland, and San Francisco, all in California.

2. The following questionnaire was sent to all the architects on the list. (In cases of firms of architects a questionnaire was sent to each member of such firms.)

Questionnaire¹

Name..... Date.....
Address.....
Phone.....
Name of Firm..... Address.....
Phone.....
Training:.....
Experience:.....
Clients:.....
Buildings done in and near Eureka (especially school buildings):.....
Banking connections and references:.....
Who does your structural engineering work and your mechanical engineering work:.....
Any further statements about your organization you wish to make will be appreciated such as experts in design applicable to schools, heating and ventilating of schools, etc.
(Signature)

3. Upon receipt of the returned questionnaires references were carefully checked by the superintendent of schools, and the board of education then selected those architectural firms that should be given further consideration.

4. A schedule of meetings was arranged for a visit by the superintendent and the board to the offices of those architectural firms on the revised list. (During these visits trips were taken to see some of the buildings—especially school structures—that had been designed by these firms.)

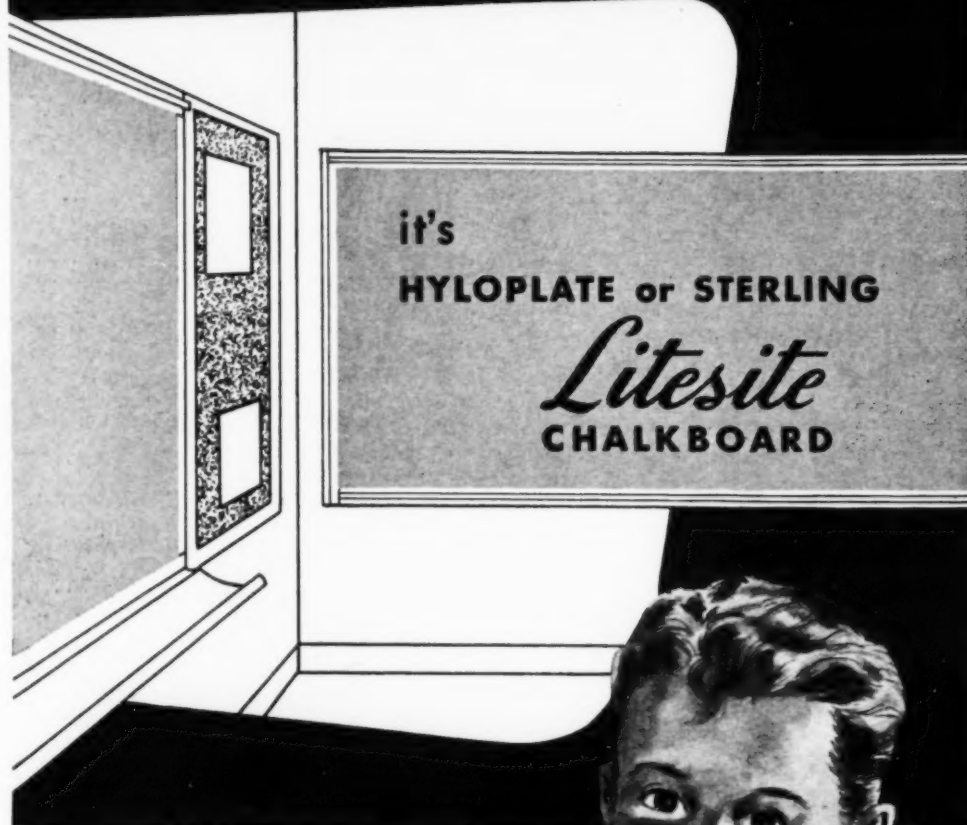
5. After the visits and a full discussion by the board of education there was a further screening of architectural firms and those remaining on the list were invited to a special meeting of the board of education to discuss their applications. At this time the board made its selection.

The award was given to the firm of Masten & Hurd, architects, San Francisco, Calif.

*City Superintendent of Schools, Eureka, Calif.

¹Ample space was allowed on the blank for complete lists and ample discussion of the respective architects' work and qualifications.

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MAPLE HEIGHTS BEGINS BUILDING PROGRAM

The board of education of Maple Heights, Ohio, has begun work on an extensive school building program. A new addition to the high school comprising an auditorium and a classroom wing, has already been completed. Plans are in progress for another wing to contain administrative offices, classrooms, a library, science and home-economics units, and a gymnasium.

At the present time the projects under construction comprise a 12-classroom unit and sound-proof speech room. The initial steps have been taken for an elementary school, to be erected on a 10-acre site, consisting of 18 classrooms, two kindergarten rooms, and an all-purpose room, to be converted later into an auditorium-gymnasium

unit. The board has acquired a site for a new junior high school to be erected within five years. All of the new facilities are needed for a growing school enrollment which is expected to reach an additional 450 pupils within the next five years. A. E. Hadfield, superintendent of schools, has been active in directing the educational planning for these buildings.

► Attleboro, Mass. The Peter Thacher Junior high school and the Attleboro Jewelry Trade school have opened for the fall term, announces Dr. Anson B. Barber, superintendent of schools. The trade school, an addition to the senior high school, will feature a new program of Automotive Repair. The junior high school houses 450 pupils.

SCHOOL ADMINISTRATION IN ACTION



ADMINISTRATIVE ACCOMPLISHMENTS NOTED

Hunt C. Moore, president of the board of education of Kansas City, Mo., noted at the July 28 meeting of the board of education the administrative achievements of the school year 1950-51. As achievements during the year, Mr. Moore listed the following:

"1. Stability, order, and conservation have taken the place of confusion and dissension.

"2. A good majority was secured locally for Amendment No. 1, helping to remove the barrier to proper financing of Missouri schools.

"3. A triple-A rating, the highest given by the Missouri State Department of Education was obtained.

"4. The high schools were readmitted to the North Central Association of Colleges and Schools.

"5. Negotiations with operating and maintenance employees led to a satisfactory understanding and the cancellation of a voted strike.

"6. A school building program was formulated and approved by a vote of more than six to one."

During the year the schools were under the professional administration of Dr. Roscoe V. Shores, acting superintendent of schools.

In speaking of his work during the year Mr. Shores expressed satisfaction over the general accomplishments of the schools. In addition to the general administrative achievements the following instructional improvements were made:

"Important extensions and development of activities in various departments have been in evidence. Instruction committees have made valuable contributions to the curriculum on every grade level. With the assistance of faculty committees and groups of parents, new report cards have been developed which go into effect this fall. A series of weekly radio programs have brought pertinent information concerning our schools to a large listening audience. The press has continued to give a broad coverage of school activities. The Co-ordinated School Association has become increasingly valuable as a means of developing public understanding of our school needs and what our schools are achieving for our children."

CANTON COMPLETES BUILDING PROGRAM

The public schools of Canton, Ohio, are completing an extensive building program carried out with the aid of a \$3,000,000 bond issue passed in 1946. The program includes two new elementary schools, costing \$1,020,000; additions to four elementary schools, and a new fieldhouse costing \$550,000. The board has carried on an improvement program, including new lighting systems, new plumbing, and heating systems in two thirds of the 31 school buildings. This program will be continued until all buildings are completely equipped.

The board reports that inflation has cost the schools more than 100 classrooms, since the bond issue of 1946 will not permit the completion of the program because of the increased construction costs. After the present program is completed, there will remain two elementary buildings, a new high school building, and additions to three elementary schools.

The board is planning to hold another election to obtain additional bonds or a building tax levy over a five-year period to complete the program. The educational planning for these buildings has been carried out by Harold Eibling, superintendent of the Canton schools.

TRINIDAD'S SCHOOL DILEMMA

Decline of the coal mining industry, which resulted in a 20 per cent reduction in population between 1940 and 1950 and is still continuing, is blamed for the financial crisis facing Trinidad, Colo., schools.

Dr. A. A. Lamden, school board president, in a plea for additional state funds, said the school system already has lost five teachers of 97 and is faced with the loss of more because salaries are too low. The scale is \$2,100 for teachers with bachelor's degrees and \$2,200 for those with master's degrees.

The school tax levy, city and county, is 85 mills, the second highest in the state, and Dr. Lamden predicts that if it is increased it will cause more people to leave the community resulting in a net loss of revenue rather than a gain.

J. Price Briscoe, secretary of the school finance committee which is working on a long range school program for Colorado, estimates Trinidad needs approximately \$15,000 more than is available to operate its schools next year. Gov. Dan Thornton, terming the situation "critical," says there are no available state funds, but expressed hope that a long range school law may relieve the problem by this time next year.

Similar critical school problems exist in Huerfano County and the southern part of the San Luis valley, the governor reported.

There are approximately 2500 students enrolled in Trinidad schools.

SPECIAL SCHOOL SERVICES

The Rolla, Mo., school board, upon recommendation of Supt. A. C. Hailey, has appointed a speech correction teacher to aid children with speech defects. A survey of all children will be made by members of the State Education Department psychology staff, and remedial work will be carried on in severe cases by the special teacher, and in mild cases by the regular class teacher under the specialist's advice.

MARBLEHEAD REORGANIZES

The school committee of Marblehead, Mass., has reorganized the elementary grades on the primary unit plan, beginning with September, 1951, upon recommendation of Supt. A. W. Coleman. A committee of 23 teachers worked out the plan, which is intended to allow each child to progress through the first years of school at his own rate and according to his own needs and abilities.

The plan will replace the traditional organization of the kindergarten and the first three grades and will provide large blocks of time in which a child may progress in a consistent and systematic manner without a definite limit for the completion of any one level.

The classes will be organized in flexible groups and individual children will be classified many times during each year as they progress. Occasionally even, children will be moved into

different rooms in order that they may be with other children comparable in growth and maturity.

Since reading is the chief measure of academic progress, during the beginning school years, 20 levels of development in reading have been planned, calling for "promotion by levels." Comprehensive reading tests will be given at designated levels so that complete mastery of reading and all of its essential skills will be assured. Important elements in the whole plan will be the prevention of frustration, particularly in formal reading.

TOPEKA SEPARATE SCHOOLS

The U. S. Circuit Court at Topeka, Kans., with three judges sitting, has ruled that the segregated schools in Topeka's first six grades do not violate the U. S. Constitution. The schools are not willfully or substantially discriminatory against the Colored Race. Physical facilities, curricula, courses of study, the qualifications and quality of teachers, and the total facilities of the two sets of schools are comparable in the opinion of the judges. The separation does have some detrimental effects on the children especially because it has the sanction of law which is usually interpreted as denoting the inferiority of the Negro group.



HER THANKS!

Like the pedagogue of my mother's schooldays who stood before her class frantic with impatience.

"Here I am," she exclaimed, "on my feet all day trying to teach you. Wearing myself out. Worrying myself to death. And what thanks do I get?"

Came a low laconic pipe from the back of the class: "You're well paid for it, Ma'am."—*The Irish Digest*

INCREASING THE STORE!

Harvard University's president, Charles W. Eliot, was being honored one night by a group of educators.

Said one, "Since you have become president, Harvard has become a vast storehouse of knowledge."

"That is true," said President Eliot, "but I scarcely deserve credit for that. It is simply that the freshmen bring so much and the seniors leave with so little."—*Jol. Am. Medical Assn.*

THE LAST MILE

"What," asked the teacher, "is capital punishment?"

And the pupil, son of a businessman, answered: "It's when the government sets up in business against you and then takes all your profits to pay its losses."—*Kansas City Star.*

THANKFUL AT LEAST!

STUDENT: "Is it true, Miss Elderleigh, that you are going to be married soon?"

TEACHER: "Well, no, it isn't. But I am very grateful for the rumor."

No education is complete unless it prepares a man to discharge all his duties properly in this world and qualifies him for the rewards and emoluments of eternity.—*Source unknown.*

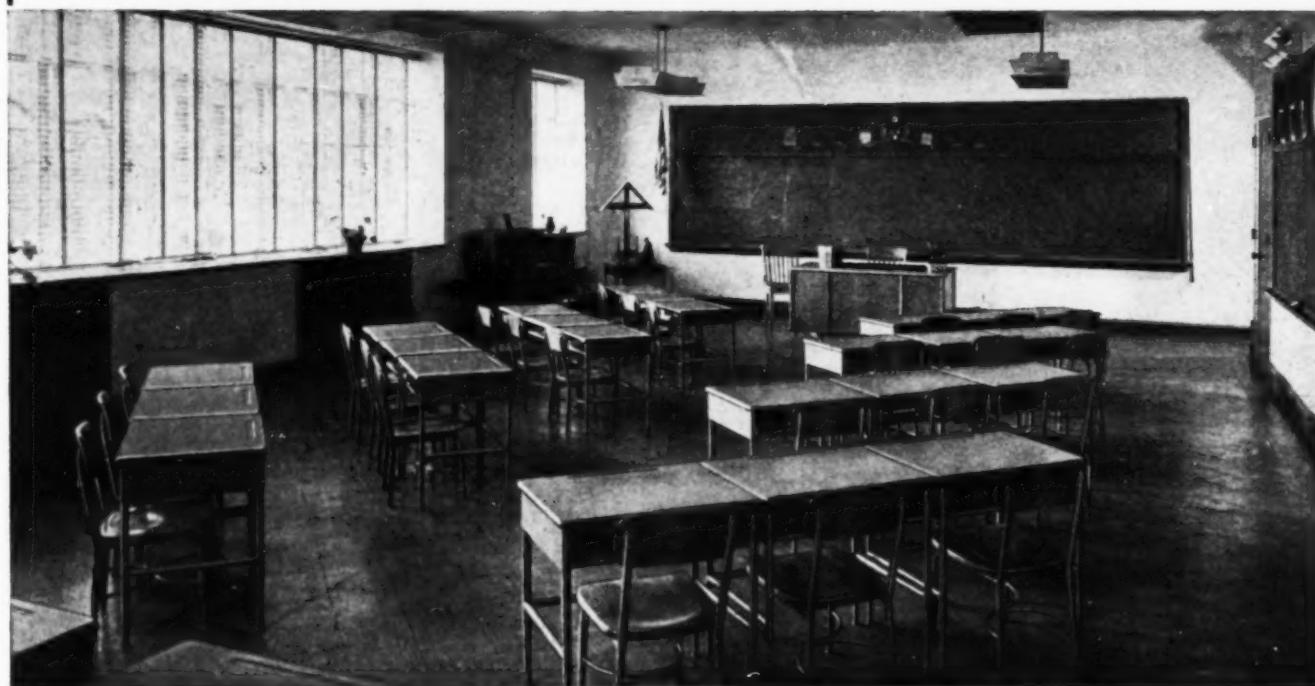
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MILLERET HALL

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Substantial construction and far-sighted planning promise long years of service for the new Milleret Hall at the Academy of the Assumption, (Raven Hill) Philadelphia. This fine new building was designed for the Sisters of the Assumption by Henry D. Dagit and Sons, Philadelphia. The installation of Heywood-Wakefield Tubular Steel School Furniture was arranged through Garret-Buchanan Company, distributors for Heywood-Wakefield Company, One Park Avenue, New York 16, N. Y.



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pupils and the maintenance staff. Shown here are Heywood-Wakefield Table-Desk S-1008 OF and all-purpose Chair, S-915. Like most Heywood-Wakefield units, these are available in a wide range of graded sizes. Write for our illustrated catalogue of Heywood-Wakefield Tubular Steel School Furniture. Heywood-Wakefield Company, School Furniture Division, Menominee, Michigan.

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NEW PUBLICATIONS for School-Business EXECUTIVES

The School Administrator and Subversive Activities

By Edmund Reutter, Jr. Cloth, 136 pp., \$2.85. Teachers College, Columbia University, New York, N. Y.

This book outlines guiding principles which, in the author's opinion, are essential in handling subversive activities and subversive persons by the public school administrator. The author points these out to assist administrators operating under state laws and local regulations (a) to stop teachers who are guilty of subversive activities in their teaching and in the management of pupils from continuing in these destructive activities, and (b) to wisely develop an atmosphere in the public schools and a high degree of loyalty among the teachers toward American institutions. This loyalty, it is pointed out, should effectively prevent a type of disloyalty "under the guise of a false concept of academic freedom."

The book outlines the general problem of the disloyal teacher who has under the guise of liberalism turned leftist; it reviews the history and indicates the present status of the legislation in 33 states where positive action has been taken.

It is readily seen by reading between the lines that the state legislators, the local school boards, and the courts have no sympathy for the teacher who uses various excuses to continue tearing down the loyalties of pupils and associates on the theory that he is progressive and liberal in his point of view and is working to improve social and political conditions. It is common knowledge that the people who stand behind such a teacher and the theories he is promoting, mean the destruction of the American way of life by directly revolutionary methods. The book gives considerable attention to the Feinberg law in New York and the Ober law in Maryland which have been confirmed by the courts.

It is heartening to read the solid position taken by the three leading teachers' organizations on the national level and all of the state teachers' associations. The author proposes a series of principles to guide school boards and state legislatures. He makes a plea for loyalty on the part of teachers, but he is far too cautious in suggesting vigorous but fair methods of handling disloyalty charges by local school boards. The book is useful by bringing the entire problem into the open.

Expenditures Per Pupil in City Schools, 1949-50

Circular 292, April, 1951. 25 cents. U. S. Office of Education, Washington 25, D. C.

This study includes data on the six major types of school expenditures for the four population groups of cities. In his summary, Dr. Herlihy shows the following expenditures:

	1939-40	1949-50	Per Cent of Increase
Group I (61 cities)	\$105.83	\$226.66	114.0
Group II (68 cities)	96.25	224.62	133.4
Group III (82 cities)	82.50	198.44	140.5
Group IV (80 cities)	78.18	184.54	136.0

The study is limited to full-time regular day schools. The largest increases are expenditures for instruction and the auxiliary school service accounts.

Compendium of State Government Finances in 1950

Prepared under the direction of Allen D. Manvel. Paper, 56 pp., 30 cents. Superintendent of Documents, Government Printing Office, Washington 25, D. C.

The report shows that state governments spent 13,183 million dollars in the fiscal year 1950, or 11.0 per cent more than in 1949. State revenue was at a new high of 11,863 million dollars in 1950, as against 10,986 million dollars in 1949, and 7,198 million dollars in 1946. The 1950 total was equal to \$80 per capita. The gross debt outstanding rose 28.8 per cent to a record high of 5,268 million dollars at the end of fiscal 1950, as compared with the postwar low of 2,367 million dollars at the end of 1946.

National Council on Schoolhouse Construction

Twenty-Seventh Annual Meeting. Paper, 38 pp. W. D. McClurkin, Secretary, Peabody College, Nashville, Tenn.

This report contains papers on current problems in schoolhouse planning and construction, and a summary of the general discussions of the convention. It does not contain the recommended practices which constitute the "Guide" issued by the council.

Pupil Transportation in Cities

By E. G. Featherston. Paper, 10 pp. Pamphlet No. 111, 1951. U. S. Office of Education, Washington 25, D. C.

This publication indicates that of 906 American cities, 517 are transporting children to and from public schools. A total of 115 schools transport only handicapped children, 60 transport special groups, and the rest transport children in classes one through eight who live two miles or more from school. The children transported numbered 288,702, and the total cost in 489 cities was \$9,729,404.

Only 159 cities report that they own 998 buses.

Salary Schedule Workbook

Prepared by the Research Division of the National Education Assn., 1201—16th St., N.W., Washington, D. C. Paper, 32 pp., 25 cents.

Intended as a working tool for school salary committees, this outline, covering the scope of a complete salary policy, is composed of a series of excerpts from school salary documents of cities ranging from 10,000 to 100,000 population.

Special Salary Tabulations I-A

Prepared by the Research Division of the National Education Assn., 1201—16th St., N.W., Washington, D. C. Paper, 45 pp., \$5.

Summarizes salaries paid teachers, principals, and certain other employees during 1950-51 in 106 cities over 100,000 in population.

Special Salary Tabulations I-B

Prepared by the Research Division of the National Education Assn., 1201—16th St., N.W., Washington, D. C. Paper, 28 pp., \$5.

Summarizes salaries paid school administrative and supervisory offices during 1950-51 in 106 cities over 100,000 in population.

Rules and Regulations of the Public Schools Fort Scott, Kansas

Paper, 16 pp. Published by the board of education of Fort Scott, Kans.

Contains the policies and regulations of the board of education, including the bylaws, method of transacting business, employment practices, salary schedule, sickleave, requisitions, and retirement of school employees.

United States Civil Defense

Paper, 162 pp. Price, 25 cents. Superintendent of Documents, Government Printing Office, Washington 25, D. C.

The plan presented by W. Stuart Symington for organizing the civil defense of the United States. The plan recommends a basic civil defense law, the establishment of a Civil Defense Administration, and the appointment of an administrator, and offers an outline of organization and techniques to be developed by the state and local communities.

Pupil's Day at Court

Paper, 15 pp. National Education Association, Washington 6, D. C.

Reviews 35 cases reported in 1950.

Better School Buildings for Alabama

Compiled by Dr. J. W. Letson. Paper, 283 pp. Bulletin No. 3, 1950, State Department of Education, Montgomery, Ala.

A handbook and guide in the planning and construction of school buildings. The booklet provides valuable information on the planning program, the selection of the school site, the functional planning of the building, facilities for community use, the planning and equipment of the classrooms, the planning of special instructional units, special purpose rooms, and lighting facilities. The standards suggested meet those of the National Council on Schoolhouse Construction.

Public Schools — a Top Priority

By the Educational Policies Commission. Paper, 15 pp., 15 cents. National Education Association, Washington, D. C.

A plea for a decent break for the schools during the armament period.

Lay Advisory Committees

By Angelo Giardrone. Paper, 24 pp., 25 cents. The American Association of School Administrators, Washington, D. C.

An argument for lay committees to aid school boards and their professional staffs in school improvement enterprises.



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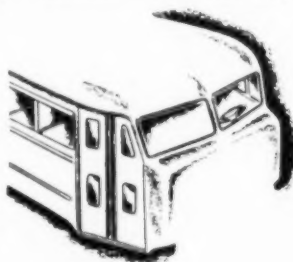
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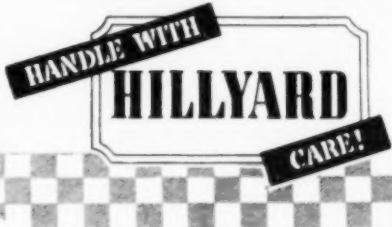
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SCHOOL FINANCE AND TAXATION

► The El Paso, Tex., school board has been denied \$330,000 demanded from the Texas State Minimum Foundation Fund for the education of 3300 children residing in the Fort Bliss tax-exempt military reservation in El Paso. It is expected that the case, which will be appealed to the State Supreme Court, will affect all school districts in the state embracing military reservations, who have demanded state aid moneys for children in tax free areas.

► School electors have voted to continue the Pontiac, Mich., "Pay-as-You-Build" program for

another five years by approving a 2½ mill tax per year for that purpose, states Supt. Frank J. DuFrain. A small, 23-page booklet describing the six buildings constructed under the first 2-mill levy was issued to promote continuance of the tax plan.

► The biennial school subsidy for the state of Ohio, passed recently by the legislature, is \$280,500,000, an increase of \$26,500,000 over the previous biennium.

► Escanaba, Mich., schools closed the 1951-52 school year with a deficit of \$133.20, out of a total revenue of \$714,244.

► The Cedar Rapids, Iowa, school board has voted to insure the school plant for \$7,566,000 on the buildings and \$382,200 on the contents. The policies, to be divided among 30 local agents, will carry 80 per cent coinsurance and a \$25,000 elimination clause.

SCHOOL BUDGETS FOR 1951-52

St. Paul, Minn. Approved, \$8,521,450; an increase of \$288,369 over 1951-52.
Flint, Mich. Accepted \$6,248,776, an increase of \$430,524 above 1950-51.
Junction City, Kans. Adopted \$497,377, an increase of \$134,000. Tax levy 13.13 mills.
Baton Rouge, La. Approved, \$4,573,346 total; teachers' salaries, \$2,567,398.
Des Moines, Iowa. Approved, \$9,113,030; increase of \$976,605.
Mason City, Iowa. Approved, \$1,799,740; increase of \$145,025.
Columbia, Mo. Approved, \$533,528; increase of \$65,590.
Cincinnati, Ohio. Tentative, \$15,471,765.
Wichita, Kans. Total, \$16,649,634. Includes \$6 million dollars in bonds for school construction.
Lawrence, Kans. Final, \$795,474; tax levy, 19.3 mills.
Clinton, Iowa. Preliminary, \$1,249,080.
Fargo, N. Dak. Final, \$1,502,590; increase of \$248,150 over 1950-51.
Topeka, Kans. Budget, \$2,818,270; tax increase, \$2.09.
Iowa City, Iowa. Budget, \$715,069; increase over 1950-51, \$90,940.
Manhattan, Kans. Proposed, \$553,220; increase, \$80,138.
Los Angeles, Calif. Tentative, \$104,422,216; tax rate virtually unchanged.
Pasadena, Calif. Budget, \$10,966,003; increase, \$154,177; elementary tax increase, \$.3263 per \$100; high school-junior college tax decrease, \$.2937 per \$100.
Council Bluffs, Iowa. Final approval, \$1,513,730; increase of 5.354 mills in school tax.
Billings, Mont. Adopted, \$1,826,100. Necessitates raise in tax from 15.9 to 17.6 mills.
Cedar Rapids, Iowa. Adopted, \$3,531,065; tax levy, 33.75 mills.
Beloit, Wis. Adopted, \$1,137,690.
Fargo, N. Dak. Final, \$1,006,075; increase over 1950-51, \$54,432.
San Gabriel, Calif. Approved, \$940,000.
Dodge City, Kans. Voted, \$650,193; increase of \$40,001 voted for 1950-51.
Hastings, Neb. Voted, \$711,929.
Independence, Kans. Voted, \$655,011; tax levy raised .02 mills.
Salina, Kans. Tentative, \$1,089,581; increase over 1950-51 of \$55,244.
Hays, Kans. Tentative, \$500,438.

SCHOOL BOND SALES

Bainbridge, N. Y. Sold \$615,000, 2.10 per cent interest.
Kenosha, Wis. Sold \$400,000 at 101.187 for 1¾ per cent interest.
Tulsa, Okla. Sold \$1,800,000, at 2.152 per cent interest.
Colorado Springs, Colo. To Chicago banks, \$2,500,000 at 1.8329 per cent interest.
Kansas City, Mo. To Chicago syndicate, \$5,000,000 at 1.9614 per cent interest.
Fairhaven, Mass. \$650,000 at 100.699 for a 1.90 per cent interest rate.
Henderson County, N. C. \$311,000, due 1955-80 at 3.07 per cent interest.
New York bankers have bought 3 million dollars Indianapolis, Ind., school bonds at 100.166 for a 1½ per cent coupon.
Jackson, Minn. \$500,000 serial bonds; 2.54 per cent interest.
Fair Plain, Mich. \$300,000 serial bonds; 2.32447 per cent interest.
Laurel, Mont. Sold, \$460,000; interest, 2¾ per cent; premium, \$410.
Madison County, (Jackson) Tenn. Sold \$120,000 at 2.08 per cent interest.
Portage Township, Mich. Sold, \$700,000, with 2¾ per cent coupon, at 100.1833.
Rock Island, Ill. Sold, \$525,000, maturing 1953-70, at 2.41 per cent.
Milton, Mass. Sold \$500,000, maturity 1952-68, to New York bankers at 100.288 for 1.40 per cent coupons.
St. Louis, Mo. Sold \$6,650,000 at 1.5516 per cent interest.

BONDS VOTED

Broken Bow, Neb., \$105,000.
Flagler, Colo., \$230,000.
Lamar, Colo., \$450,000.
Okeene, Okla., \$125,000.
Turner School District, Mo., \$572,000.
Beloit, Kans., \$180,000.
St. Louis Park, Minn., \$575,000.
La Marque, Tex., \$750,000.
Madrid, Neb., \$130,000.
Longview, Tex., \$1,900,000.
Sanford, Mich., \$100,000.
Clifton, Ill., \$700,000.
Lusk, Wyo., \$600,000.



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► The Grand Rapids, Mich., board of education has under way a school building program calling for 13 new schoolhouses to cost \$4,984,000.

► Port Huron, Mich. The Woodrow Wilson Elementary School, to be completed in August, 1952, will replace three obsolete buildings, reports Supt. Howard D. Crull. The first school building project since 1929, the building will accommodate 800 elementary pupils and include 29 classrooms, an art education center for the school system, and a modern health clinic.

► Albion, Mich. The first unit of a new elementary school and an addition to the Dalrymple school are now under construction and will be completed by the middle of the 1951-52 school year, writes Superintendent of Schools George Walkotten. The new unit, located on a seven-acre site, consists of an office and six classrooms, a kindergarten and first and second grades. The Dalrymple addition includes six classrooms, conference rooms, gymnasium-auditorium, and kitchens. Both schools will be furnished with movable furniture.

► Crookston, Minn. Supt. Farley D. Bright reports that contracts totaling \$27,229.20 have been let to remodel and modernize the Central High School music and home-economics departments. During the summer months the Franklin elementary school was redecorated and a cafeteria added.

► Gilbert, Minn. According to H. G. Jacobson, superintendent of schools, a \$100,000 project is under way to replace the present room for physical education with a 1000-seat gymnasium and improve the Technical High School building which houses it.

► Telluride, Colo. Rebuilding of the high school gymnasium here will start here at once, following the 120 to 53 approval of a \$40,000 bond issue. The gymnasium was destroyed by fire last February 1.

► Bangor, Me. Ready for occupancy this fall is a 20-room elementary school for kindergarten through grade six, reports Supt. Roland J. Carpenter. Costing \$500,000, this one-story single-corridor type school includes an auditorium-gymnasium and a cafeteria, and is the second step in a long range building program.

► Macomb, Ill. Building projects and improvements include a four-room addition to the Woodrow Wilson grade school, a high school gymnasium, and a six-room elementary school. New furniture has been purchased for grades one through six throughout the whole system. The four-room addition, which has been completed, plus a new heating plant for the entire school, cost \$65,000. The 100 by 120-ft. gymnasium seating 2400, will be constructed of concrete block and brick.

► Dahlgren, Ill. A building which will house a gymnasium, vocational agriculture department, and household department will be completed by December, 1951, writes Hugh S. Winkler, superintendent of schools. Costing approximately \$150,000, the facilities have been needed for the past quarter century.

► Chestertown, Md. Five additions are now under construction reports Supt. Reade W. Corr. Four new schools have been built since 1948.

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SCHOOL BUILDING NEWS

► Northbrook, Ill. Controversy over the site has caused a delay in the construction of a 1500-pupil high school which was to have been ready for fall occupancy, writes Supt. Norman E. Watson. Although the board has purchased a site approved of by voters in the second election, the Circuit Court decreed that the board should have purchased the site voted upon but not passed in the first election. The case is now being appealed and the board will abide by the decision of the court. The district, which serves Northbrook and Glenview, has one high school and must send several hundred children to six neighboring high schools on a tuition basis.

► Hopedale, Mass. A survey is being made to determine the necessity for a new elementary school. The January, 1951, census has indicated a serious increase in enrollment within the next five years. Built in 1898, the Dutcher Street school, grades five to eight, has been improved with asphalt tile floors, movable furniture, pastel walls, fluorescent lighting, and modernized toilet facilities.

► Gridley, Ill. Supt. L. D. Murray reports the formation of District 10, a new unit consisting of grade and high school. A new addition to the grade school is about finished, and will give the unit district complete facilities.

► Grant Park, Ill. A new elementary building made up of eight classrooms, cafeteria, playroom, bus garage, and offices is ready for fall occupancy, announces Lowell Johnson, superintendent of schools. The high school and former elementary wing have been remodeled to provide better shop and library facilities.

CALIFORNIA EXHAUSTS AID

The California State school-building aid fund of 250 million dollars voted in 1949 is practically exhausted. Through the sums loaned, local school districts, which were unable to overcome their classroom shortages, have been enabled to construct the equivalent of 6700 new rooms. The backlog of badly needed classrooms will be about cared for by the end of the year. The school districts will be expected to repay the state within 30 years.

DUPLICATE BUILDINGS SAVE

A substantial saving in building costs by constructing two schools from the same plan and by awarding both structures to the same contractor has been made by directors of the city's District 60 board in Pueblo, Colo.

Thomas & Sweet, architects of Colorado Springs, Colo., prepared the call so that the contractors submitted prices for building each 10-room building and a multi-purpose room.

General contract was awarded to Howard E. Whitlock Construction Co. of Pueblo. The company bid \$291,390 on each elementary school building and \$570,780—a \$12,000 reduction—on both buildings.

Porter Plumbing & Heating Co. of Pueblo was awarded the plumbing and heating contract, totaling \$118,492 for both buildings. There was a \$1,000 saving on this contract as the company bid \$59,746 on each building.

A saving also was realized in architect's fees, the charge being 6 per cent for the first building and 3 per cent, plus a small charge for a minor foundation change and plumbing detail.

It is the first time the district has used one set of plans for two buildings, and also the first time for a "package" bid.

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NEW YORK PAY APPROVED

New York City's 35,000 teachers will receive increases in pay under a plan approved by the Municipal Board of Estimate which will make funds available for the purpose to the board of education. The battle which has been waged for more than a year and a half led to the refusal on the part of teachers to conduct after-class activities and athletic sports. Increases will begin with October. The maximum for all teachers will be \$6,500 by July 1, 1954.

Exactly what each teacher may expect under the new compromise formula will not be known for some weeks. A complete report listing the new rates has been promised by the municipal officers.

High school teachers appointed after 1947 will receive one additional step on the schedule. Teachers below the maximums will have their rates integrated with the Meyer committee scale. Since teachers receive \$400 general increases July 1, there will be no immediate new gain, and in other cases it will be small.

Assistant principals retain their present differential above the junior high school scale, and will receive an advance of \$225 on October 1, 1951; \$200 on July 1, 1952; and \$200 in 1953.

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CLEVELAND TEACHER SHORTAGE

Fear that the Greater Cleveland, Ohio, public schools are headed for a serious shortage of elementary teachers in the 1951-52 academic year has been expressed in view of the growing birth rates and the lure of higher salaries of industry and government.

This fall, school systems in Cuyahoga County will feel the full force of the big 1946 birth rate and kindergartens will overflow as never before. And the war threat, with government expansion and the growth of industrial Cleveland, will add to educators' staff problems.

Of particular concern to many in education in Ohio is the fact that the colleges and universities in the state, which train teachers, are turning out too many high school teachers. The high

schools are overloaded with teachers, except in certain fields of study.

Charles A. Mooney, president of the Cleveland Board of Education, issued a statement recently on this disparity in teacher training. He reported that in June the teacher training institutions graduated 3772 high school teachers and only 1623 elementary instructors.

"High school teachers are a dime a dozen," Mooney said. "Still these colleges are training high school teachers despite the fact there are going to be very few jobs for them. And in the elementary schools, particularly in the kindergartens, superintendents are crying for teachers."

"I don't understand it. There's no question but that there is something lacking in guidance at the colleges. Or there is a lack of frankness. It seems to me colleges should train people for the market, as is done in the business world."

Mr. Mooney promised to investigate the matter.

Joseph M. Gallagher and Robert H. Jamison, incumbents, and Ralph Findley, a Negro civic leader, have announced their intentions of being candidates for the Cleveland, Ohio school board in the November 6 election. Gallagher and Jamison were first elected to the board four years ago. Findley, who is president of the Cleveland Chapter of the National Association for the Advancement of Colored People, ran unsuccessfully for the board in 1949.

Findley will campaign for the post to be vacated by Franklin A. Polk, who has announced he will not run again.

Miss Marie Reed, business agent of the United Electrical Workers, a union expelled from the C.I.O. for alleged Communist leanings, has announced her candidacy as an independent for the Cleveland, Ohio, board.

PERSONNEL DIRECTOR EMPLOYMENT

The New Orleans Board of Education has initiated a nationwide competition for the employment of a personnel director. The final filing date for applicants will be September 15, 1951.

The program by which the selection will be made has been worked out by a committee including Dr. Herold C. Hunt, superintendent of schools, Chicago; C. P. Besse, a member of the New Orleans Board of Education; W. H. Senyard, personnel director of the Louisiana Power and Light Company; Charles W. Terry, personnel director of the state of Alabama; James W. Watson, director of the National Civil Service League, New York; and Louis E. Newman of the Bureau of Governmental Research, New Orleans.

The qualifications include graduation from a recognized university; five years of experience in personnel work, of which two years must be in an executive capacity; experience in elementary or secondary education.

The method which the New Orleans Parish School Board is employing is intended to overcome political interference in the selection of a man and is intended to set up an independent status for future personnel work in the city school system.

JOHNSTOWN ANNEXES SCHOOLS

Johnstown, Pa. — city of 70,000 and hub of a 230,000 population area — has effected the first jointure with an adjoining region and has laid out the welcome mat to other districts. Greater Johnstown Public Schools System was set up at the board's July meeting with a jointure with Stonycreek Township School District.

Herbert C. Dixon, Johnstown, president of the city school board, was elected first president of the joint school committee. Dr. Roy W. Wiley, superintendent of city schools, was named supervisor for the joint system. Approximately 600 township students are affected. The two school districts will receive annual increases of approximately \$100,000 in state allocations.

Board President Mr. Dixon said: "This is one of the most progressive moves the Johnstown school board has made in years. Our action lays out the welcome mat to other school districts to form similar jointures with the city district."

A plea for school mergers has been made by Dr. Alexander Solosko of Meyersdale, Pa. "In the year 1951, in the second richest state in the union, our grade school children are still attending school with disease-ridden outhouses for toilet facilities. Is this the situation the opponents of consolidation would like to retain?" Speaking on a proposed consolidation of Meyersdale and Salisbury, adjoining districts, Dr. Solosko said, "Can anyone compare the educational curriculum of the present schools to that given in a high school governed by modern standards?"

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TORONTO ARRANGEMENTS ADVANCED

The program arrangements for the School Business Officials Convention for 1951, Toronto, Ont., October 15 to 18, have been completed by Harold Male, president of the Toronto Board of Education and by the officials of the association.

Among the speakers of international reputation who will address the convention are the following: Don Henshaw, Toronto, who will make the opening address on educational affairs.

Professor R. L. Biese, Jr., of Southern Meth-

odist University, Dallas, Tex., will lecture on Tuesday evening on daylighting classrooms.

At the same meeting, Dr. N. L. Engelhardt, Sr., will speak on a phase of school business administration.

The principal address at the annual banquet on Wednesday evening will be made by the Honorable Sir Alexander Clutterbuck, K.C.M.C., M.C. A chorus of sixty male voices will sing.

At the concluding general assembly on Thursday morning, the principal speaker will be Dr. J. G. Althouse, Chief Director of Education for the Province of Ontario, Toronto.

Sectional meetings to discuss technical problems in the various fields will include (1) school-house planning and construction, (2) school plant maintenance and operation, (3) personnel management, (4) purchasing, and (5) school accounting and finance.

Harvey Fuller, business manager of the Toronto Board of Education is acting as local chairman and host to the convention. Mrs. Fuller has charge of the program for the visiting ladies.

The Royal York Hotel will be the scene of the meeting, October 15 to 18, inclusive.

COMMUNISTS DENIED

The New York City board of education has adopted unanimously a resolution denying to communists and other subversive groups all use of public school buildings. The prohibition includes fascists and any subsidiary group or organization believed to be totalitarian or subversive in its objectives or policies. A similar resolution was voted down about five years ago before the true character of the communist policy was fully understood.

COMING CONVENTIONS

Sept. 20-22. Michigan Association of School Administrators at Park Place Hotel, Traverse City, Mich. Secretary: A. J. Phillips, 935 N. Washington, Lansing, Mich.

Sept. 30-Oct. 3. California School Trustees Assn. at Hotel St. Claire, San Jose, Calif. Secretary: Mrs. I. E. Porter, No. 4 Professional Bldg., Bakersfield. Exhibits: Mrs. Porter. Attendance: 400-500.

Oct. 1-4. National Council on Schoolhouse Construction at Curtis Hotel, Minneapolis, Minn. Secretary: W. D. McClurkin, George Peabody College, Nashville, Tenn. No exhibits. Attendance: 100.

Oct. 9-10. Pennsylvania State School Directors Assn. at Penn-Harris Hotel, Harrisburg, Pa. Secretary and exhibit chairman: P. O. Van Ness, 222 Locust St., Harrisburg, Pa. Attendance: 1800.

Oct. 14-15. Texas Assn. of School Administrators at Driskill Hotel, Austin, Tex. Secretary: Frank W. Richardson, Henrietta, Tex. No exhibits. Attendance: 1500.

Oct. 14-16. New England Assn. of School Superintendents at New Ocean House, Swampscott, Mass. Secretary: Everett W. Ireland, Somerville, Mass. Exhibits: Ernest Cobb, 28 Richardson Rd., Newton Upper Falls, Mass. Attendance: 1000.

Oct. 15. Massachusetts School Superintendents Assn. at New Ocean House, Swampscott, Mass. Secretary: Everett W. Ireland, Somerville, Mass. Exhibits: Ernest Cobb, 28 Richardson Rd., Newton Upper Falls, Mass. Attendance: 1000.

Oct. 15-18. Association of School Business Officials at Royal York Hotel, Toronto, Canada. Secretary: H. W. Anderson, 710 Kalamazoo Bldg., Kalamazoo, Mich.

Oct. 21-23. New York State School Boards Assn., Inc., at Memorial Auditorium, Syracuse, N. Y. Secretary: Everett R. Dyer, 170 State St., Albany 10. Exhibits: Paul W. Toth (same address) Attendance: 2200.

Oct. 21-24. National Institute of Governmental Purchasing at Shoreham Hotel, Washington, D. C. Secretary: Albert H. Hall, 730 Jackson Place, N.W., Washington, D. C. Exhibits: Mr. Hall. Attendance: 1000.

Oct. 24. Vermont State School Directors Assn. at State House, Montpelier, Vt. Secretary: Mrs. H. Belmont Houghton, 6 Richardson St., Montpelier. No exhibits. Attendance: 200.

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*Round or Rectangular
Tables to meet many
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*Pedestal and Swing-
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*Lift-lid and Open Box Desks
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Write today for the illustrated folder showing the complete Milton Bradley line of School Furniture — and, if you have some special problem, remember the Milton Bradley design staff offers competent assistance in "tailoring" specifications to particular requirements. Write to Dept. AS9.

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As a result, the Milton Bradley line now includes a range of units that assures a "perfect fit" for the requirements of the individual school. Designs have, of course, kept pace with the increasingly varied needs of modern education — and each is "classroom-tested" to assure suitability. Materials and workmanship reflect the Milton Bradley reputation for quality on every count.

91 Years
Service
to America's
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**assures a glossy
spotless surface
after exposure!**

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WRITE FOR A FREE SAMPLE

PUEBLO SCHOOLS STADIUM

(Concluded from page 53)

niversary date to the tenth anniversary date, and 1½ per cent from the tenth anniversary until paid or called. Principal and interest earned will be payable from stadium revenues. Beginning with the 1951 football season, proceeds from the sale of 2000 reserved seat season tickets and 10 per cent of the proceeds from other adult general admission and reserved seat tickets will be set aside for the bonds. Additional moneys will be allotted by the board of education.

To encourage the sale of bonds to school children, 25-cent stamps were sold in the schools. When a purchaser had 40 stamps, a

bond was issued in exchange for the stamps. This drive resulted in the sale of 1121 bonds.

The major expenditures for the stadium include \$63,248 for excavation, \$73,757 for labor, and \$48,197 for materials. Many dealers who supplied material accepted bonds as part payment.

All working drawings and plans were drafted by Mr. Haaff, with the assistance of Colorado Fuel & Iron Corporation and local Electric Utility engineers. All construction was under his direct supervision.

"We have a stadium that, when the dressing rooms and concession stands are built, will be worth \$300,000," Mr. Haaff declares. In explaining that the job will be completed at a total expenditure of \$216,000 (exclusive of the

21,000 additional seats) he lists the following factors as contributing to the low cost: (1) no architect's fees; (2) no contractor's fees; (3) use of surplus materials; (4) liberal discounts by material dealers; (5) special concessions by labor; (6) donations of materials, labor, and heavy equipment.

TEACHERS' SALARIES FROZEN:

Camden, N. J., teachers who have reached the maximum provided in the teacher salary schedule will have their wages frozen for at least another year.

Albert Flournoy, chairman of the Camden board of education's teacher salary commission, reported to the board that his committee is not "even considering salary increases for those who have reached the maximum." Jacob Zahn, salary chairman of the American Federation of Teachers, Local 449, said his group felt the salary maxima should be increased \$500 to be in line with a similar increase caused by a mandatory state salary minimum set by this year's Legislature.

ADOPTS SALARY GUIDE

The Bridgewater Township Board of Education with offices at Raritan, N. J., has adopted a salary guide under which the board of education has modified its salary schedule and will from time to time make changes in the salary rates for regular full-time teachers and principals.

The board aims to make the salaries paid comparable to those offered in neighboring communities of like size and character. The minimum salaries are intended to provide a reasonable standard of living, and the increments are to be such as will enable teachers to raise their cultural level and improve their teaching quality through professional advancement.

Previous training and advanced professional study will be recognized through additional salaries. A purpose of the guide is to maintain professional morale and to enable the board to improve its budgeting control.

While the guide does not set up contractual relations, it does provide increments which the board is employing to set up salaries for 1951-52 and thereafter.

The schedule based on the guide sets up a minimum salary of \$2,500 for teachers with less than four years' training and annual increments of \$150 to \$3,550 in the seventh year.

Minimum for teachers with four years' training is \$2,650; annual increments of \$150 to \$4,000 in the eleventh year.

Teachers with five years' or more training have a \$2,850 minimum; a \$4,800 maximum in the thirteenth year.

Building principals with four years' training will receive the base salary as teachers plus \$900; annual increments of \$200 to a maximum of \$5,200.

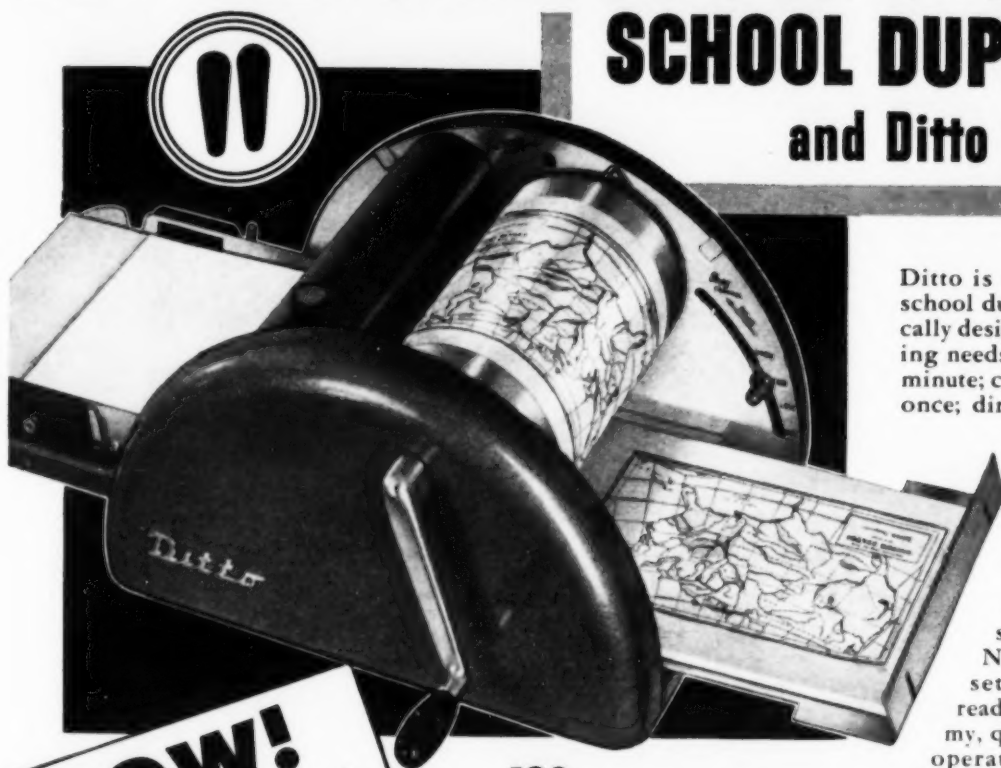
Principals with five years or over of training have a maximum of \$5,700.

A.A.S.A. 1952 REGIONAL CONVENTIONS

Regional conventions of the American Association of School Administrators for 1952 will be held as follows: St. Louis, Mo., Feb. 23-27; headquarters Kiel Auditorium; Los Angeles, Calif., Mar. 8-12; Boston, Mass., Apr. 5-9. There will be no hotel headquarters for the St. Louis meeting. Official hotel reservation blanks may be obtained from Worth McClure, executive secretary.

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GOLD MEDAL PRODUCTS
stimulate student interest...
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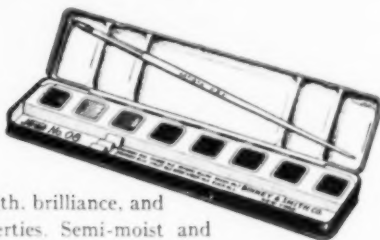


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Available in 26 perfectly intermixing colors including black, white, gold and silver. In sets and single glass jars up to a gallon size.

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Known for their strength, brilliance, and excellent mixing properties. Semi-moist and dry cakes. Sets of 4 to 16 colors.



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Permanently plastic modeling clay which can be used over and over. Harmless, waterproof, stainless. 1/4 to 5 lb. bars—in 9 mellow colors.



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This new brushless Genie Handipaint, in metal sprinkle-top container, works directly on the wet paper. 4 and 8 oz. sizes, in 6 colors.

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with yesterday's tools"*



Thus spoke an eminent educational authority recently, in speaking of the tendency to cut down on school budgets. He continued: "Public education is everybody's heritage—we must keep our schools free and strong, so they in turn help keep us strong and free."

It's worth publicizing... for we cannot neglect today's tools for a better tomorrow—in education as in everything else. Logically, school authorities class Halsey Taylor Fountains among today's vital tools, because they help protect the health of the young citizens of America.

The Halsey W. Taylor Co., Warren, Ohio

HALSEY TAYLOR
Fountains



The Folding Chair with the Nationwide Reputation

Yes, Clavin chairs have won their space all over America by their advanced design to insure you the utmost comfort.

Besides, they embody the finest in workmanship and materials, are strong enough to support over half a ton.

You'll agree with our present claim that Clavin are the best buy in the long run.

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Built up to a Standard
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There are more Clavin folding chairs in institutional service than any other make.

You get double duty SERVICE

...from a Wayne Type "H"

There's good reason to specify Wayne's Type "H" Steel Portable Grandstand . . .

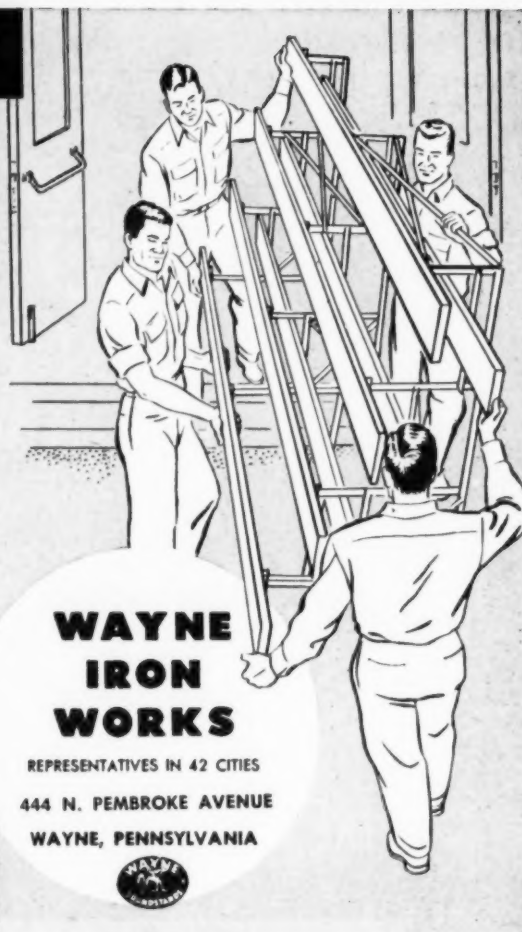
For you can use it either in or out-of-doors!

Weighing only 696 lbs., a standard 4-row unit can be carried intact through the usual gym doorway. And larger units, which are made in portable sections, can be easily moved to the locale desired. The move can be made quickly, with no mechanical experience necessary.

Also with a Wayne Type "H" —

You can start today with a small unit and add to it later, in either length or number of rows, as your space and budget permit.

Why not check all the details? Write for Catalog 1-H.



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WHY PUPILS LEAVE SCHOOL

(Concluded from page 40)

clubs and school organizations will enable the pupil to find an outlet for his interests and to establish himself as an integral part of small social groups within the school society. Through such groups the pupil can support school interests, build up school spirit and gain valuable experience in organized group life with his peers which will qualify him for leadership in civic activities. A pupil who is an active participant in varied school activities, who has a "sense of belonging" and who feels that his school, his home room, his club, and his team are depending on him is not likely to leave school.

The real possibilities for personal development through school attendance cannot be realized without application on the part of the learner. The benefits he receives will be proportionate to the time and effort which the learner is willing and able to invest. In fairness to himself and to the supporting community, the pupil should be willing to enter upon school tasks with zest and to work to the best of his ability and to the limit of his capacity. Of course due regard must be given to the physical well-being of the pupil so that his body is not overtaxed, his health is not impaired, and his physical and nervous energy is not dissipated. However, maximum growth takes place when the whole organism is

challenged at times to its best performance, and school tasks should serve this purpose with every learner.

Parents should co-operate with the school staff in planning with the pupil a program of work, sleep, rest, and recreation appropriate for the pupil at his present stage of development and in terms of his physical constitution, health and vitality, so that his school activities will make their proper contribution to well-balanced living.

The Satisfaction of Success

A final factor in determining whether the pupil will remain in school is the pupil's own satisfaction of accomplishment. Just as his intention and a definite goal are very significant factors at the outset in starting a successful school career so the recognition of progress toward the realization of that goal is a significant influence in insuring the continuance of that career.

A feeling of success based upon the recognition of satisfactory progress toward an established goal, the approbation of one's peers, parents and teachers, merit citations and awards are all helpful in encouraging school attendance. "Excellence is its own reward," but the recognition of one's limitations is also necessary. If success is measured in terms of how well one achieves what he can do, all learners will have an opportunity to experience the satisfaction of accomplishment.

If the pupil has a serious intention to graduate from high school, if he undertakes school tasks with enthusiasm and determination, if he applies himself according to his capacity and if he experiences the satisfaction of accomplished purposes so far as he is concerned school attendance is assured. If there are factors beyond his control which jeopardize his continued schooling, then the home, the school, and the community should assume the final responsibility. Health service, wise counseling and leadership, and economic assistance should be provided as needed to enable the pupil to give his undivided attention to his schoolwork.

There is no more important consideration for every "high school ager" and for society than his completion of a successful high school career.

PERSONAL NEWS

► Dr. GEORGE F. ZOOK, former U. S. Commissioner of Education and retired president of the American Council on Education, died at Arlington, Va., on August 17, of a heart ailment.

► CARROLL C. CRAWFORD has been succeeded by WALTER W. SCOTT as superintendent of Holland, Mich., schools. Mr. Crawford is now assistant superintendent in charge of business affairs at Kalamazoo, Mich. Mr. Scott formerly served as superintendent of schools at North Muskegon, Mich.

► Scituate, Mass. EDWARD K. CHACE replaces retiring superintendent of schools Frederick A. Calkin. FRANK L. DONAHUE succeeds Mr. Chace as supervising principal of the Lower Camden County Regional High School District No. 1.

► J. E. O'NEEL, county superintendent of Tillamook, Ore., schools over 18 years, has retired.

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STOP THE SURPRISE ATTACK OF FIRE
FIRE never warns you in advance. Don't learn the hard way. *FIRE* can make a surprise attack when you least expect it. Let us show you how GLOBE Automatic Sprinklers discover and stop *FIRE*... and lower your insurance costs, too.

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THEY PAY FOR THEMSELVES

IMPLICATIONS OF THE DRAFT

(Concluded from page 38)

duty education, the types of jobs for which servicemen will be prepared, possibilities for advancement within the respective services, the relationship of the training in the armed forces to jobs in civilian occupations, character and moral guidance as provided through the Chaplain Service.

Two counseling pamphlets based on this source book are now being developed by staff members of the U. S. Office of Education: One for secondary schools and one for the college level. Following an introductory sec-

tion on the importance of understanding the nature of the times we are living in and preparing youth to make satisfactory occupational, educational, and emotional adjustments, the high school booklet will review problems growing out of the defense period as they affect secondary school students and deal with such subjects as educational planning, vocational planning, and the situations young people must face prior to and after induction or enlistment in the armed forces.

It is anticipated that all three publications will be ready for distribution in the late fall. A copy of the counseling pamphlet for secondary schools together with a copy of the

source book will most likely be sent to every high school and state department of education in the country as well as to supervisors of guidance at the state level, while the college pamphlet will be made available to all institutions of higher education. Copies will also be placed on sale at the U. S. Government Printing Office.

The Bureau of Employment Security of the Department of Labor expects to publish a counseling pamphlet for young men and women on Youth and the Draft, now obtainable as a mimeographed document.

The navy issues an *Occupational Handbook*, for civilian guidance counselors and young people seeking information about careers, that comes in two forms — as a bound manual and as a separate packet of 67 illustrated vocational briefs for vertical files. These furnish basic data on the 62 vocations for which the navy provides training, describe their counterparts in civilian occupations, show what school courses and qualifications are valuable for these work assignments — their duties, responsibilities, and advancement possibilities.

The army and the air force have comparable occupational handbooks in production which will be released early in November.

For copies of these publications and other pertinent aids and literature contact the nearest recruiting stations of the service concerned — army, navy, marines, or air force. For information about changes in Selective Service regulations and current policies affecting deferments keep in touch with the local draft board.

Films

Coronet Films, Inc., in consultation with the Department of Defense, the U. S. Office of Education, and executive offices of leading national educational associations is producing fourteen 16mm. sound films under the general title, "Getting Ready for Service."

A new series of audio-visual counseling materials concerned with the impact of national mobilization upon young people in school is being planned by Curriculum Films, Inc., New York, N. Y. (and its affiliate, Educational Projections).

The U. S. Navy is preparing a sequel to its motion picture *Stay in School* entitled *Education Pays Off* which will be ready in the spring (running time about 15 minutes). The earlier film (16mm., sound, running time 13 minutes) was produced to help young people realize their place is in school and suggests how they can use their school's resources to assist them in meeting problems. Both films can be ordered from the nearest Navy Recruiting Station, are made available free to secondary schools.

PERSONAL NEWS

► The Bemidji, Minn., school board has elected W. F. BINDER as president, HAROLD DICKINSON as clerk, M. A. STEARNS as treasurer.

► Ely, Minn. Elected president of the school board, JOHN ARTISENSI; clerk, RENNOLD THENO; treasurer, DR. RUDOLPH KALAN.

► Carrington, N. Dak., school board has chosen MRS. R. W. HARGRAVE president.

► JOHN DOYLE has succeeded M. D. Cavin as president of the Lennox, S. Dak., school board.

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SAVE ADMINISTRATIVE TIME

— ring bells, or other signals, automatically.

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OVER 90% OF LOW COST PROGRAM TIMERS ARE MONTGOMERY

THE MURDOCK TRADITION

This Murdock Outdoor Drinking Fountain has been designed and manufactured in the Murdock tradition: to give YEARS of practically trouble-free service.

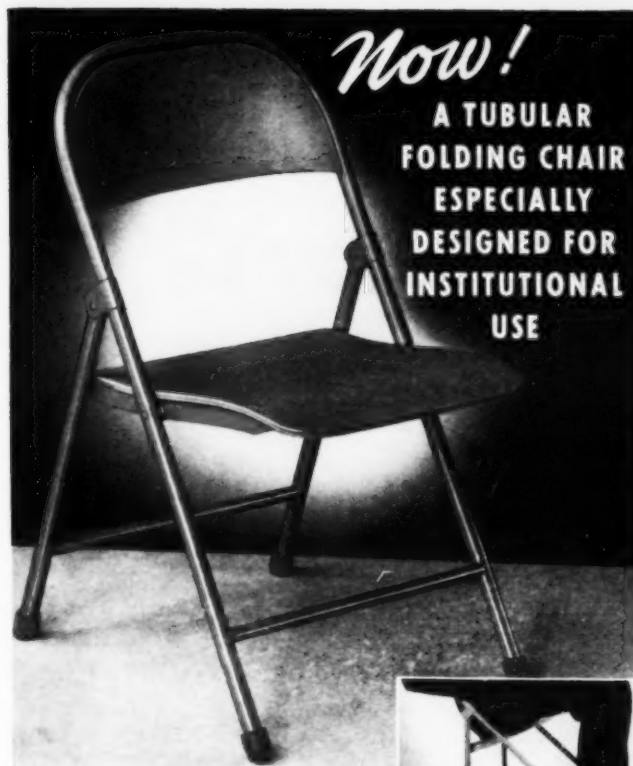
Foot (button) operation does not encourage playfulness. And vandalism does not go very far because of sturdiness of construction.

The possibility of contamination of drinking water due to back siphonage is nil.

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**OUTDOOR
DRINKING
FOUNTAINS
—
HYDRANTS
—
STREET
WASHERS**



Now!

**A TUBULAR
FOLDING CHAIR
ESPECIALLY
DESIGNED FOR
INSTITUTIONAL
USE**

The
NORCOR
302



STRONGER

Built of sturdy, Tubular Steel with Tubular Steel Stretchers.

Here it is! America's Strongest, Safest, Most Comfortable Institutional Folding Chair!

Built with a big, oversize, form-fitting seat that provides maximum comfort for the 250 pounder as well as a slim school girl.

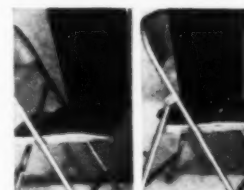
With its seam-welded tubular steel construction, and its tubular steel stretchers, radially welded to the legs, the Norcor 302 is constructed to take the hardest kind of service without failure.

And it's handsome, too, with clean cut functional design that eliminates the usual links and extra joints found on the conventional folding chair!



SELF-LEVELING

All four feet rest solidly on floor with as much as 1/4" difference in floor level.



WILL NOT COLLAPSE

Will not tip or collapse with pressure at front or back of seat.

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TODAY!**



The **NORCOR** *Line*

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NOW COLOR

comes to the
CHALKBOARD



PURE-DUSTLESS HYGA-COLOR

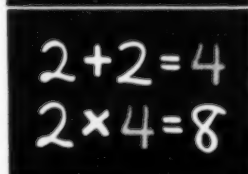
Now you can increase the effectiveness of your chalkboard through color, without sacrificing the famous dustless, easy writing, easy erasing qualities of Hygieia Dustless white chalk.

A pure levigated chalk, free from any grit, flint, or greasy binder, HYGA-COLOR is readily adaptable to every subject taught in schools.

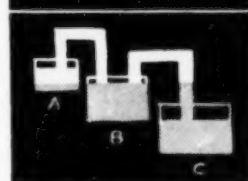
**ADDS NEW
INTEREST to
geography
lessons**



**CLARIFIES
the teaching
of mathematics**



**SIMPLIFIES
the explanation
of physics and
chemistry
problems**



Discover how HYGA-COLOR can broaden the scope of your chalkboard Teaching. Send for FREE sample on school letterhead. Dept. AJ-41.

The **American Crayon** Company
Sandusky, Ohio New York

YOUR CITIZENS CAN HELP

(Concluded from page 28)

school problems, can stimulate more interest and spread more information than all news stories and radio programs combined.

This conclusion is sound: Many citizens, working in committees for a better educational program, can be the strongest link in a chain of successful school-community practices. El Dorado has already proved this to its own satisfaction.

A FINE SCHOOL BUILDING

(Concluded from page 49)

Single loaded corridors, square classrooms, bilateral lighting with "clerestory" windows on the south, and provision for outdoor classroom space are all combined to establish the design and exterior appearance of the building. The building utilizes two colors of brick with a small amount of pattern work at each of the main sheltered entrances. The walls of the classrooms and corridors are of light-colored face brick with glazed tile wainscot at traffic level. Three bands of thin-faced rock brick are placed above traffic level to add interest to the wall texture.

Windows are steel sash with hopper type ventilators. Large north windows, requiring no shades, furnish the principal classroom light. High windows on the south are shaded by Venetian blinds.

Acoustical board has been applied to metal lath and plaster to provide proper acoustics, insulation, and fire safety.

Floors are concrete over gravel fill, using heavy wire mesh reinforcing. The best quality asphalt tile in colorful patterns provides the floor covering. Toilet room floors are terrazzo or quarry tile, and all walls of these rooms are glazed tile.

Heat and air in each classroom are controlled by means of unit ventilators augmented by convector type radiators. In addition, panel heat has been provided in the floor slabs of the corridors and kindergarten. Classrooms are ventilated by pulling fresh air into the classrooms and exhausting it through wardrobe type cloakrooms.

After our tour I took our interested school patron back to my office. I showed him prices of various construction facilities and estimates as to how long they would last. I showed him our fire insurance policy for the new building on which the premiums are at the lowest local rate. I told him about the 20-year bonded roof. I summarized by explaining that the total unit cost, landscaping not included, was \$11.80 per square foot.

"You've convinced me!" said the man who had to be shown. "It's truly a fine building and planned with the greatest economy. It's a credit to our community and just what our youngsters need. I'm going to tell that to everyone I know."

I thought after he left that sometimes we are so busy trying to teach children that we forget that big folks need a little education now and then, too.

DIMENSIONS

Self-contained classroom	30 by 30 ft.
Playroom	30 by 70 ft.
Kindergarten	30 by 44 ft.

CUSTODIAN TRAINING

The new name of our old
periodical—

Janitorial Training,
now going to press starting
15th Season.

Published nine months of the School
Year: October to June inclusive
Subscription price is \$1.50—
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These Courses come in Twelve Lessons each and may be studied at home during spare time. Certificate issued at the successful completion of the Courses.

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L. O. "TOMMY" THOMPSON,
Editor and Custodian Instructor
414 S. Gertruda Avenue
REDONDO BEACH, CALIFORNIA

Texts that set new standards in SPELLING

by **James A. Fitzgerald, Ph.D.**

Professor and Chairman of Elementary Division,
Graduate Department, School of Education,
Fordham University

THE TEACHING OF SPELLING

All the problems and techniques concerning the actual teaching of spelling are worked out here in tested form which is adaptable to various classroom situations for teacher preparation. \$2.50

A BASIC LIFE SPELLING VOCABULARY

Setting up a curriculum in spelling is a pleasure with this clear, comprehensive guide to the selection and grading of words. Includes a list of 2650 words chosen for their usability in life needs. \$3.50

Order copies for 30 days' free examination.

The Bruce Publishing Company
809 Bruce Bldg. Milwaukee 1, Wis.

OLD, WORN EQUIPMENT MAKES SCHOOL STAGES DEATH TRAPS

Years of hard usage have sapped the strength and safety from much of the school stage equipment now in use.

This is a particularly difficult situation for educators whose work includes guiding school stage activities. The only effective way to solve it is to replace outworn hazardous equipment with new.

Wise selection of such new equipment serves a triple purpose — it increases the safety of stage activities; it assures better, more dependable equipment performance; and it actually saves money right from the start.

You can get the best engineering advice on stage curtain controls and tracks at no charge and without obligation by sending your stage measurements and specifications to Vallen, Inc. This 35-year old firm is daily providing extra safety and saving many dollars by suggesting precisely the right curtain controls and tracks for both school and professional installations. Write VALLEN, INC., Akron 4, Ohio.

For Modern Schools

Griggs

Skyliner

Seating



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EQUIPMENT
COMPANY**

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Manufacturers of School,
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Everything possible in educational aids, exclusive teaching helps and instruments—to develop the school instrumental music program from Kindergarten to College! Here's the one *really complete* line of band and orchestra instruments—wind, string and percussion—all of *guaranteed quality* under one name. A Pan-American representative can help you with your band and orchestra organizing problems, too! Write us today for complete information... mail coupon for *free* literature.



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Especially important to School Administrators is this *free* 12-page booklet, "Music, and the Basic Objectives of Education." Send for it without obligation.

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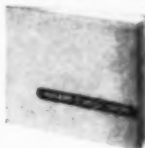
Leadership IN THE MAKING

Present day education must anticipate the future needs of every student. Those who will fill management positions in industry especially require the advantages of practical shop courses. A thorough knowledge of basic processes will play an important part in their advancement. If you are interested in knowing what some of the best schools in the country are doing to meet these needs, write for a free copy of "Modern School Shops" today.



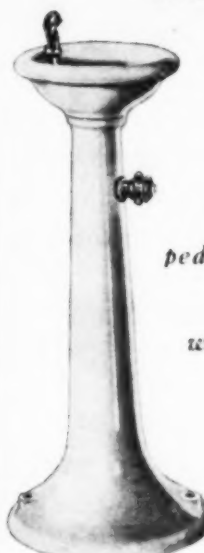
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Write for information on our complete line of drinking fountains for interior and exterior use.

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Ideal Folding Chair
For School Use
Natural Varnish or
Enamel Finish

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2. All good hardwood — No Metal to Pinch or Snag.
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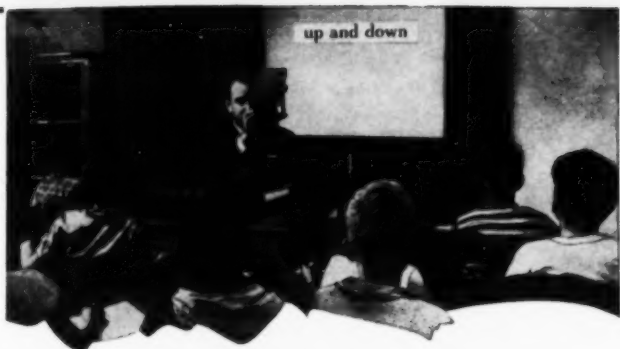
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Reading Skills

with Tachistoscope are
proving highly effective

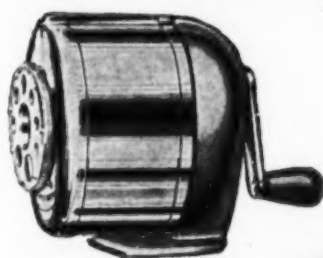
Gains exceeding 50% are being achieved by numerous classes, ranging from elementary to adult.

Basic Skills in Reading — as well as in Spelling, Arithmetic, Typewriting, Art and Music — are taught more rapidly and more effectively with Keystone Tachistoscope.

Detailed Daily Programs have made possible the immediate success of many teachers using the tachistoscope for the first time.

Manual of Instructions, based upon experience in the classroom, is clear and specific. Equally practical and helpful is the new Teacher's Handbook on Tachistoscopic Training by G. C. Barnette. Write for details.

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**Combination desks
from PICK are quality made
for years of service . . .**

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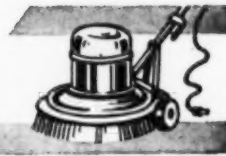


You're assured of long service and lasting good looks with these outstanding new combination desks. Wooden parts are Northern Hard Rock Maple in a handsome natural finish. Seat and desk base are made in one piece of drawn sheet steel. Adjustable from A to C sizes. Prompt shipment. Since 1857 Pick has served the hotel, restaurant and institutional fields. Now let this experience serve you by selecting school furniture, equipment and supplies from Pick. Write for our School, College and University Catalog.

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NEW SUPPLIES AND EQUIPMENT



Special Window to Minimize Effects of Explosive Forces

The development of a special window to minimize the effects of explosive forces has been recently announced. A glass-plastic laminate to be known as Flexseal Bomb Glass, the product is said to virtually eliminate the dangers of flying glass in explosion areas. The Flexseal Bomb Window will resist normal atmospheric pressures because of the special properties incorporated in its design. When these are exceeded by a bomb blast or pressure wave, the window will open automatically by folding about its edges. This action releases the pressure, preventing the window frame from being blown in and greatly reducing the possibility of flying fragments. In addition to its special properties for use in bomb explosion areas, the new Flexseal Bomb Window is said to be especially valuable for glazing and for hoods in laboratories, and similar areas where explosion hazards are present.

For complete information, write to the *Pittsburgh Plate Glass Company, Section S.B.J., 632 Duquesne Way, Pittsburgh, Pa.*

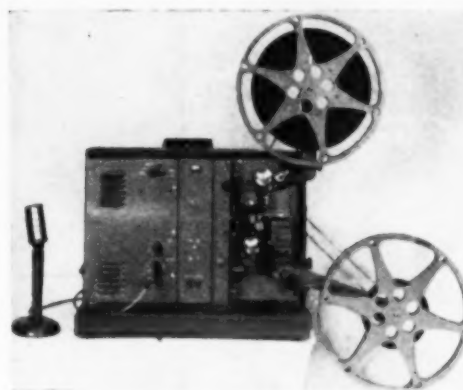
Chair With Strength and Rigidity For School Use

Seam-welded tubular steel provides the strength and rigidity required in a folding chair for institutional use in this newly announced type. Even the stretchers are of tubular steel, radially welded to the legs, making a frame that will not rock or twist out of shape under unusual or abnormal strains.



The molded plywood seat is exceptionally roomy and is one of the largest now available on a folding chair. The design prevents collapse of the chair due to exceptional pressure on either the front or back of the seat, though not hampering easy folding. The chair is self-leveling — all four feet will rest firmly on the floor even with minor differences in floor level.

Additional information and prices may be obtained from *Norcor Mfg. Company, Section S.B.J., Green Bay, Wis.*



DIRECT RECORDING

16MM. Magnetic Projector Records Sound Directly on Edge of Picture Film

This new 16mm. recorder-projector, introduced by RCA at the annual trade show of the National Audio-Visual Association in Chicago, provides the first means of directly recording commentary or musical background magnetically on the edge of 16mm. picture film. The equipment will reproduce sound from either magnetic or optical sound track. Magnetic record-and-playback head and optical-reproduce head are both located behind sound drum, above and to the right of lower film sprocket. Electronic erase head, providing for revision of magnetic recordings, is shown to right of upper sprocket. Projector is adjusted for either magnetic or optical sound reproduction by means of switch at right of lower sprocket.

For further information, write to *RCA Victor, Section S.B.J., Camden, N. J.*

Cathode Ray Tube Storage System Introduced Into Electronic Calculators

The cathode ray tube storage system has been introduced by International Business Machines Corporation into its new electronic calculators. In the cathode ray storage system, information required in a calculation is stored in the form of dots and dashes on the face of the tube in a manner similar to the projection of a picture on the familiar home television tube. The information is read back from the tube to the electronic computer in a few millionths of a second, by passing the cathode ray beam over the same area. As many as 2048 items of information have been stored on a cathode ray tube with a 24-square-inch screen.

Complete information is available from *International Business Machines Corporation, Section S.B.J., 590 Madison Avenue, New York 22, N. Y.*

Role of Teacher on Film

The role of the teacher in the community, her professional and personal life and contribution to the furthering of education after extensive preparation and study is the subject of a new one and one-half reel educational motion picture *The Teacher*. The Teacher, another film in a series on community workers, is intended to channel children's curiosity about their teachers along constructive lines and to provide answers to their many questions. This film is also intended for use in teacher training, vocational guidance, and public relations, and in areas in which the school wishes to communicate certain professional concepts and ideas to the lay public.

The Teacher may be purchased from *Encyclopaedia Britannica Films, Section S.B.J., Wilmette Ill.*

Improved HILO Screen

An announcement has been made of an improvement in the HILO Screen combination tripod mounted unit through a special device permitting removal of case and fabric for wall and ceiling use. The case may be removed from the tripod in 5 seconds and hung from wall or ceiling for immediate projection.

Further details may be obtained from *Da-Lite Screen Co., Inc., Section S.B.J., 2711 N. Pulaski Rd. Chicago 39, Ill.*

"Neoteric-Design" Sharpeners

Apsco Deluxe Pencil Sharpeners have been completely restyled in Neoteric design for the new Model 51 series. Both massive and graceful, the new models combine eye appeal with sturdy construction and durable hollow milled cutters.



The arresting Neoteric design has been applied to the Chicago Deluxe for standard pencils, the Giant Deluxe with centering turret for all sizes of wood case pencils and crayons, and the Premier Deluxe with automatic feed. Bases are diecast of an alloy having exceptional tensile, impact, and compression strength and are reinforced at stress points. The pleasingly shaped shaving receptacles are designed for maximum capacity in minimum space, have transparent acetate windows and lock securely in any of three positions for various mountings.

For further information write to *Automatic Pencil Sharpener Company, Section S.B.J., 336 N. Foothill Road, Beverly Hills, Calif.*

(Concluded on page 95)

Washable Finish on Sound Conditioning Tile

Acousti-Celotex cane tile is now made with a new, washable finish. The new finish is a tough, flexible coating producing sharply profiled perforations. Its texture is linen-like in appearance, giving better light diffusion than a smooth surface, although light reflection value remains the same.

For further information on Acousti-Celotex sound conditioning products, write *The Celotex Corporation, Section S.B.J., 120 S. LaSalle St., Chicago 3, Ill.*

Descriptive Materials

► A third edition of a brochure on modular masonry is now available to assist architects and builders in realizing the economies which result from the use of modular facing tile. The new edition includes such features as drawings with grid lines redrawn for clarity purposes, complete specifications on ceramic and clear glaze, grading rules, fire resistive data, and other new information gained from former users' suggestions.

A registered copy of Stark's Brochure may be obtained by writing to *Stark Ceramics, Inc., Section S.B.J., Canton, Ohio.*

► The widespread use of electric typewriters in business offices throughout the nation has made educators increasingly concerned with the problem of training students who will be prepared to step into the positions requiring the use of these machines. A booklet, *Electric Typewriters in Education*, describing instruction techniques, student reaction, and the advantages of using electric typewriters for classroom work has now been made available.

A copy of this booklet can be obtained by writing to *International Business Machines Corporation, Section S.B.J., 590 Madison Avenue, New York 22, N. Y.*

► The third edition of the Catalogue and Design Book of the National Terrazzo and Mosaic Association has just been published. Of interest to architects and builders, the 136-page, loose leaf catalogue tells the complete story of Portland Cement Terrazzo, from technical specifications for its installation, to illustrations in color of many of the infinite combinations of color and pattern which can be achieved.

Copies of the Catalogue may be ordered directly from the *N.T.M.A., Section S.B.J., at 711 Fourteenth Street, N.W., Washington 5, D. C.*, or from members of the Association. The price of the volume is \$10.

► A folder illustrating and describing the latest Kewanee product development, the Kewanee Cottage Boiler for direct-fired hot water heating is now available.

News About Manufacturers

► Arrangements have been completed by Victor Animatograph Corporation to employ the facilities of Motiograph, Inc., Chicago, for production of Victor 16mm. motion picture equipment. This arrangement with Motiograph, the oldest manufacturer of professional motion picture apparatus, will continue to make available Victor 16mm. sound projection equipment built to exacting standards. Motiograph will continue to manufacture and sell its 35mm. line of professional projection, sound and speaker equipment through its exclusive domestic and foreign dealers. Victor production continues at the Bendix Aviation Davenport plant until the Chicago plant is fully equipped. Victor's administrative, sales, and service offices will remain in Davenport.

Advertisers Products and Services

Advertisers in this index are given a code number in addition to the page number on which the advertisement appears. Refer to the advertisement for product or services available. Write direct to advertisers or use the coupon in requesting information from a number of advertisers.

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THE AMERICAN SCHOOL BOARD JOURNAL
400 North Broadway, Milwaukee 1, Wis.

1951

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School

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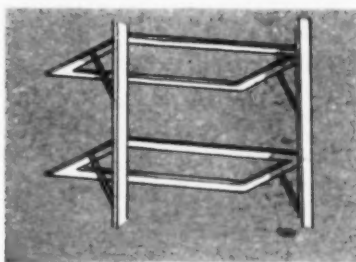
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Auto-Lok
the Perfect
WINDOW

for **SCHOOLS**

**NO MORE
PAPER-BLOWING DRAFTS**



OPENS WIDEST

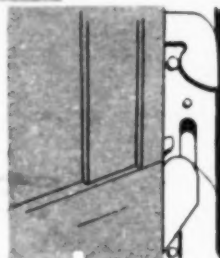
Auto-Lok vents open nearly straight out -- to give more fresh air for classrooms in any weather, anywhere.

You can positively control incoming air with Auto-Lok's draft-free design. Air is scooped in and directed upward...following natural air currents. Classrooms are more comfortable, pupils are not subject to drafts which breed respiratory infections.

Any degree of ventilation with just a twist of the wrist. When extreme weather demands, vents can be closed by a child...no need to call the janitor. Leave vents open even when it's raining to provide fresh ventilation and keep "sleepy heads" wide awake.

The Perfect Window for schools, Auto-Lok offers the utmost minimum of upkeep. Precision-balanced, adjustment-free operation, easy cleaning from the inside. Removable inside screens stay cleaner, last longer.

TIGHTEST CLOSING WINDOW EVER MADE

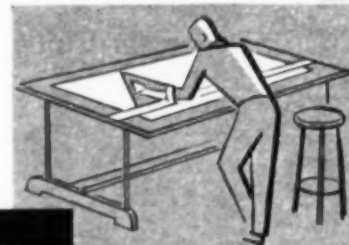
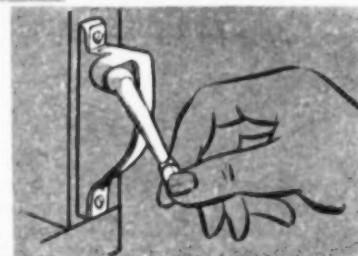


CLOSES TIGHTEST

Patented Auto-Lok hardware ingeniously pulls vents in against vinyl weatherstripping and anchor-locks vents at all four corners... assuring a degree of tight closure heretofore believed impossible.

EASIEST TO OPERATE

Precision-balanced hardware and handsome unobtrusive operator permit effortless operation, fewer turns. It's as easy to open as it is to close.



ENGINEERING SERVICE

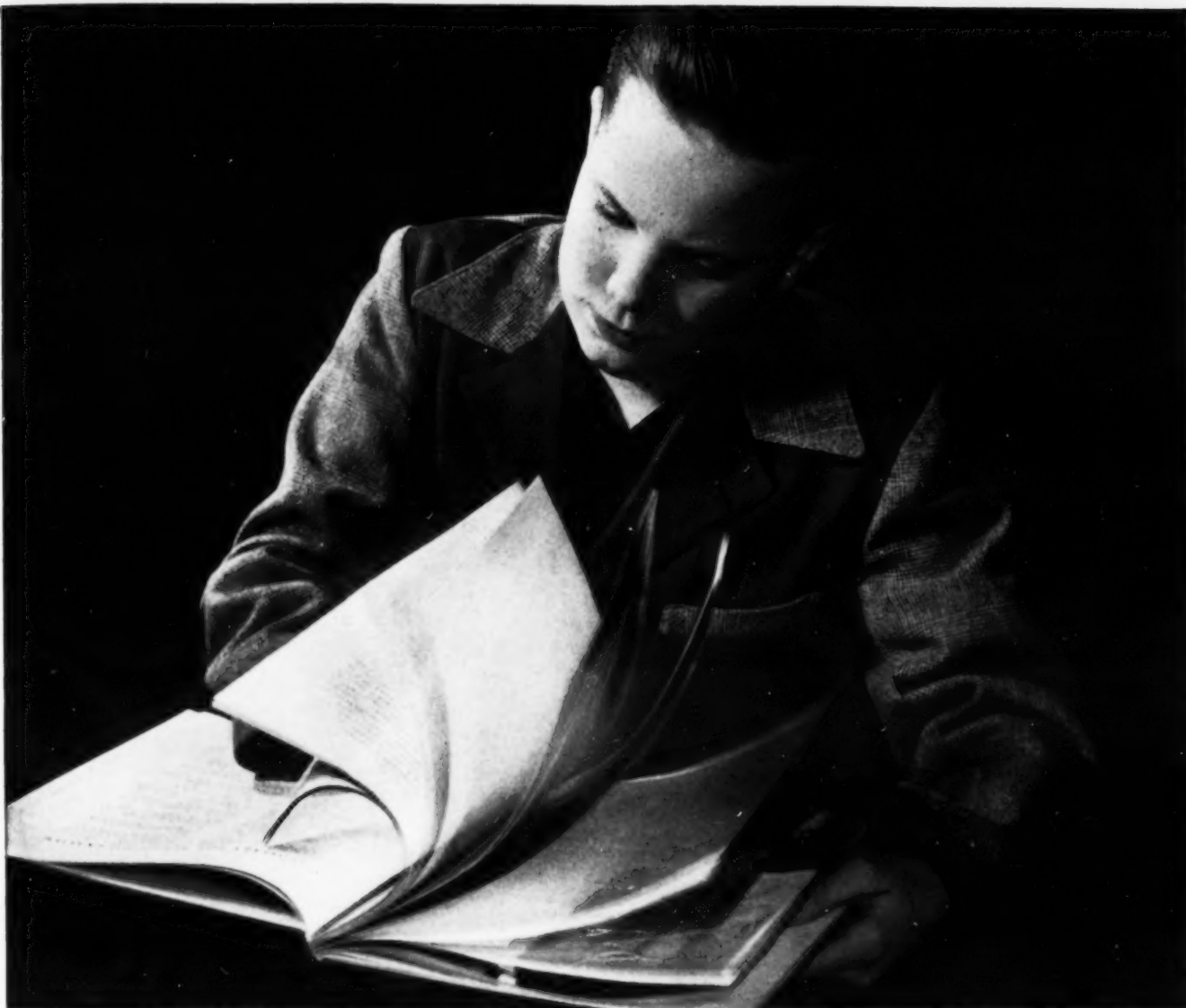
School architects and designers everywhere call upon Ludman's experienced engineering staff to help solve intricate window problems. Why don't you?

Before you build or remodel your school, ask us to send the booklet, "WHAT IS IMPORTANT IN A WINDOW?" Address Dept. AS-9

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PATENTED
WINDOWS
aluminum or wood
SEALED LIKE A REFRIGERATOR

LUDMAN
Corporation

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MIAMI, FLORIDA



**Will your new school
make students *faster* readers?**

Of course, no school building can increase a child's basic reading aptitude.

But, through improved physical surroundings, you *can* increase students' alertness, initiative and interest—can literally help them become *faster* readers. And that's important, because, as every educator knows, faster readers are *better* readers.

Experience indicates, for example, that most children show decided improvement in all subjects when they're moved from stuffy, overheated surroundings to classrooms in which level temperatures, adequate fresh air and proper humidity are provided.

Knowing this, more and more school officials are insisting on modern Honeywell automatic controls for their new

schools. Honeywell equipment has been *proved* more accurate, more dependable. Honeywell controls are simpler, too—consistently cost less to maintain. And Honeywell serves you with the largest, most widespread staff of control experts in the industry.

You owe it to your students *and* your budget to get all the facts and figures about Honeywell controls for *your* new school. It's easy to do. Simply call your local Honeywell office. Or write Honeywell, Dept. AJ-9-89, Minneapolis 8, Minnesota. Why not do it *today*!

MINNEAPOLIS
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First in Controls

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WON BY

F. E. COMPTON & COMPANY wishes to express appreciation for the hundreds of splendid letters sent in by teachers throughout the United States telling specifically how they use Compton's Pictured Encyclopedia in the classroom. These letters have been a most revealing experience. They prove to us as nothing else could the success of our constant efforts to improve Compton's as a school and library encyclopedia. They will help us make Compton's even better.

Every letter points out the unusual qualities of Compton's as a source in which needed information is easy to find at the time interest is at its height. But over and above this, every teacher relates other important educational objectives carried out with Compton's — objectives which could only be accomplished with an encyclopedia designed specifically for the use of teachers and school children.

The following excerpts give an idea of the hundreds of valuable teaching hints contained in these letters:

"Restless Periods"

Dinner hours, rainy days, mischievous Johnnies can play havoc with a good disposition that a list of interesting items to look up in Compton's can save.

Help for the Shy Pupil

It is very difficult for a fifth-grade teacher to give her children enough experience in reading large numbers that are meaningful to them. I had asked my group to see how many real large numbers they could find and bring to class. A shy little girl who had never made a single contribution to her class walked proudly to the front of the room with a Compton's in her hand. Her face was beaming when she opened the book to the large colored picture of the earth and showed it to the group. She smilingly said:

"How Big Is the World? I Am Going to Tell You!" Then she read the figures to the class. They were really surprised! They asked several questions about the numbers. They were written on the board and re-read to them. They read them again and again. It has been easy for this little girl to make contributions to her class every day since then.

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"Interest Questions" Inspire Research

Motivated seat work, of a very constructive nature, can be found by placing on the board or on slips of paper some of the Interest Questions found in the front of each volume of Compton's so that the pupils may search for the answers.

High-School Community Activities

Often our classes are asked to participate in school, community, and city-wide activities. When asked to submit a radio quiz show, they were inspired by Compton's biographies, "The Men Who Discovered Electricity's Secrets." When asked to stage a television program, the group selected Compton's effective experiments of the three ways of producing electricity. The culmination of our Light unit, "Color Magic and Illusion," proved so dynamic that we were asked to give an assembly demonstration — and here again Compton's was the source.

"Like 'Seeing-Eye' Dog"

I use Compton's in my classroom much as a blind man uses his seeing-eye dog. I distribute the books at random to the children and ask each to skim through the volume he received and select any topic he finds of particular interest, read it through, and then summarize the article and present it to the class as a two-minute talk. It is revealing to see how much the children can assimilate from these experiments. I attribute most of this to the clarity, preciseness, and simplicity of manner in which Compton's is written.

A "Framework" Enriches Unit Study

Beginning with the early history of the European Frontier of the U.S., the Early Explorations, Colonial Life, Founding of a Nation, the Western Movement and Territorial Expansion in Compton's (using the maps, graphs, etc.) supplied the framework of a unit of work that I shall never forget. Never could this have been so full of meaning had it not been for the power of Compton's to stimulate thought and to enrich the minds with the simplicity and clearness of language used.

Industrial Arts, Crafts, and Fine Arts

We use Compton's for industrial arts, craft work, and fine arts. We made miniature machines. One of my boys, who is not able to read, looked at pictures in Compton's and made two carts and a wagon. A group of boys made a water wheel. One of my problem children made an oil derrick and an elevator. After our reading was completed a group made a mural, which was put on exhibit at the science fair. An art teacher asked for the mural so that she might put it on exhibition at the University. She said, "The reason I like that picture is because I can tell that the children knew what they were painting!"

COMPTON'S PICTURED ENCYCLOPEDIA

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